

The WESTERN SCHOOL JOURN

Dowd, R. H.
CYPRESS RIVER

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

But why should we feel any desire at all for
refuge from the splendor and the glory of this wide
universe, any more than from the open sky and the
free air and the sunlight? Why, in the face of
beauty and grandeur, should our thoughts keep
turning towards ourselves? Shall we not rather
rejoice, not in the habitable earth alone, but in the
whole splendid pageant of creation, tell with Fra
Lippo Lippi:

“The beauty and the wonder and the power
Changes, surprises—and God made it all!
. . . . This world's no blot for us,
Nor blank; it means intensely, and means good.”

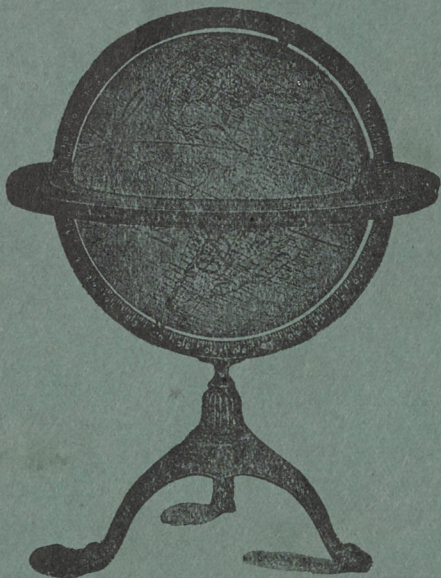
—Dr. Henry Norris.

Winnipeg, Man.

October, 1929

Vol. XXIV—No. 8

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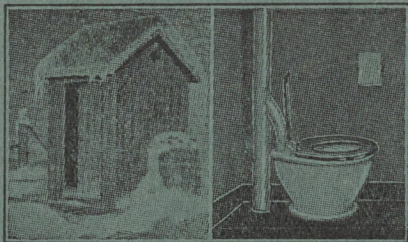
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The Western School Journal

VOLUME XXIV.

NUMBER 8

Contents for October, 1929

EDITORIAL—

Preparing to Teach	287
Teaching	288

DEPARTMENTAL BULLETIN—

Music	289
Forestry Lessons	289
Supplemental Examinations	290
Time-Table Arrangements, 1930	290
December Examinations	291
Physical Education with the Victrola.....	292

SPECIAL ARTICLES—

The Christmas Concert in Rural Schools....	293
A Challenge	295
The Elementary School Curriculum.....	296

RURAL SCHOOL SECTION—

Grade I. Reading	299
Strong and Weak	299
Nature Study	300

ELEMENTARY

301

THE QUESTION PAGE

303

CHILDREN'S PAGE

304

MANITOBA EDUCATIONAL ASSOCIATION—

Agriculture and the Schools.....	306
----------------------------------	-----

HEALTH DEPARTMENT—

Mental Health in the School	311
-----------------------------------	-----

TRUSTEES' SECTION—

A Trustee's Opportunity	315
Art in Schools	316

BOOK REVIEWS—

Carnegie Foundation Report.....	317
Pages from Canada's Story.....	319
Cudmore, History of the World's Commerce	320
Parents and the Pre-School Child.....	321
The Technique of Teaching Typewriting.....	321
An Activity Program.....	321

SELECTED ARTICLES—

The Boy Scouts—Their Jamboree.....	322
Examinations	323
Two Criticisms of Education.....	324
Christmas Cards that Glorify Your Town.....	324
Color in the Grades	325
What is Progressive Education?.....	326

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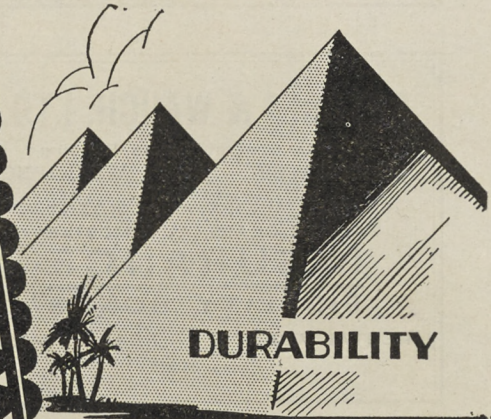
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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXIV.

WINNIPEG, OCTOBER, 1929

No. 8

Editorial

PREPARING TO TEACH

There is nothing that gives one a greater and richer thrill than to meet with a few hundred young people who are setting out on the great adventure of teaching. Buoyant, optimistic, they face their life-work with high resolve and confidence, believing they have the finest mission open to mankind. Their one aim is enrichment of young life. It can be nothing greater than this and at its best can be nothing less.

It stands to reason that some will not succeed in their mission for they have no riches to offer—no stock of ideas, or feelings or attitudes, no skill that attracts others and no winning grace of manner. But, on the whole, young people of today are wonderfully rich in personal charm and in character and will become capable and trustworthy leaders of youth.

Sometimes it does no harm to consider what many take to be the minor qualifications of the teacher. In reality they are the major qualifications though they are rarely taken into account by the Examining Boards of High School and University. These think of scholastic attainment. But to persons who have to meet classes of children, nothing is more apparent than that the possession of a Grade XI. or Grade XII. certificate is in itself no more a proof of qualification to teach, than it is proof of ability to practice medicine or agriculture. The teacher has everything to learn about her work after she graduates from high school and college.

First of all she must cultivate if she does not already possess many charms, abilities, qualities that were never considered at all during school days. One

has only to run over in his mind such terms as dress, speech, manner, reading ability, power to converse freely and intelligently, knowledge of current events, ability to engage in sport. To put it more formally here are a few of the qualifications in addition to scholarship that every young teacher should have.

She should be able to read a book so as to be able to get the thought. She should be able to read orally so as to be understood by her listeners. She should be able to write a letter in good form, and tell a story or give a description in such a way as to give pleasure to her hearers. She should be able to think out simple problems for herself not only in arithmetic but in the affairs of life. She should know the rudiments of arithmetic, geography, history and science. Her voice and manner should be pleasing, her temper sweet, her tastes refined. She should be in good health, should have high moral perceptions and her conduct should be above suspicion. All of this should be taken for granted before she attempts to undertake the great work of preparing to be a teacher. There is no greater misconception with regard to teaching than that the only qualification to be considered in the teacher is scholarship as attested by the Examining Board.

If this should seem to be an extravagant claim then the following words from Brubacher, in the *Journal of Applied Psychology*, will convey the same idea in a more dignified form:

"It is merely stating the obvious to say that profound scholarship is not even presumptive evidence of teaching

power. The converse is equally true, that teaching power does not necessarily betoken great scholarship. Our colleges have great teachers whose scholarship is mediocre and both colleges and schools have suffered from men of deep, broad, and sound scholarship whose teaching was and is a travesty on their high profession. In training teachers persons are discovered who develop an intellectual acumen out of all proportion to their social and volitional power. These persons come to the end of their course with high ratings of scholarship, with a thorough and broad knowledge of professional technique; but when they attempt the teaching process, they fail utterly to project either themselves or their subject into the class before them. . . . We have made no consistent effort to analyze the teaching personality, either for the purpose of eliminating from the ranks of teachers in training, those who have it not; nor yet for the purpose of developing and increasing and improving those phases of personality which are present at the outset in a small degree. . . . By

shifting the center of emphasis, even slightly from scholarship alone, by bringing in elements of character and character building, it will make of teacher training what it should be, a process of discovering and developing the dynamic personality." — Brubacher, "The Teaching Personality Quotient," *Journal of Applied Psychology*, March, 1921.

Assistance Solicited

Teachers will confer a great favor on the *Journal* if they will give to their classes the test on page 295, and report the result. The co-operation of high school teachers is solicited.

Will teachers and trustees guard against book agents who are selling books that claim to have great value but are practically worthless.

The Normal School Extension Society has absolutely nothing to do with the Normal School.

TEACHING

(By Anatole France)

"The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards; and curiosity itself can be vivid and wholesome only in proportion as the mind is contented and happy. Those acquisitions, crammed by force into the minds of children, simply clog and stifle intelligence. In order that knowledge be properly digested, it must have been swallowed with a good appetite.

"I know Jeanne! If that child were entrusted to my care, I should make of her—not a learned woman, for I would look to her future happiness only—but a child full of bright intelligence, and full of life, in whom everything beautiful in art and nature would awaken some gentle responsive thrill.

"I would teach her to live in sympathy with all that is beautiful—comely

landscapes, the ideal scenes of poetry and history, the emotional charm of noble music. I would make lovable to her everything I would wish her to love.

"Even her needlework I would make pleasurable to her, by a proper choice of the fabrics, the style of embroideries, the designs of lace. I would give her a beautiful dog and a pony, to teach her how to manage animals; I would give her birds to take care of, so that she could learn the value of even a drop of water and a crumb of bread. And in order that she should have a still higher pleasure, I would train her to find delight in exercising charity. And inasmuch as none of us may escape pain, I should teach her that Christian wisdom which elevates us above all suffering, and gives a beauty even to grief itself. That is my idea of the right way to educate a young girl."

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Music

Teachers will find it advantageous to have the following books added to their reference libraries:

Musical Appreciation in Schools—Why—and How? By Percy A. Scholes. Agents—The Anglo-Canadian Music Co., Toronto.

The First Book of the Gramophone Record. By Percy A. Scholes. Agents—The Anglo-Canadian Music Co., Toronto.

The Growth of Music. By H. C. Colles. Agents—The Anglo-Canadian Music Co., Toronto.

The History Syllabus, Grade XI.

The Department has a very small supply of "Selections from a Syllabus of British and Canadian History." There are so many requests for this that only one can be supplied to each school. Originally these were supplied to every pupil, and the intention was that they should remain the property of the school. Apparently many have been lost, with the result that there is a heavy demand for them. The Department asks that teachers manage with one for a class in cases where the local supply has been lost or destroyed.

The Music Syllabus

The Music Syllabus has gone out to the Secretary-Treasurers of the School Districts. One has been supplied for every teacher of Grades VII., VIII. and IX. It is intended that these shall remain in the school and be used from year to year. Further copies will not be supplied free of charge.

Forestry Lessons

With the Syllabus of Music went out a booklet entitled Forestry Lessons. This is issued by the Department of the Interior. It is intended that the teacher use these to impress upon Manitoba boys and girls the growing importance of Canada's forests. This year has been tragic in the tremendous losses in the timber areas of Canada from East to West. The seriousness of these fires has been brought home to every person in Manitoba, by the heavy pall of smoke that hung over the province for days this summer. Never was better opportunity for impressing these lessons. Use them while the memory of our losses is fresh.

Free Texts

The Department is sending out The Manitoba Public School Arithmetic, Book II., to supply Grade VI. pupils until the Manitoba Arithmetic for Elementary Grades is ready. The supply of these is ample to meet the needs for some time yet. The supply of Manitoba Public School Arithmetics, Book I., is exhausted, but in a few days it is hoped that the Grade IV. section of the new Arithmetic will be ready.

Combination of Work in Grades VII. and VIII.

We have received a great many letters regarding the combination of work in Grades VII. and VIII. The work in History and Science may be combined, as outlined in the Programme of Studies. In June 1930, Grade VIII.

candidates will be tested mainly on Canadian History.

The Science examination will test the knowledge of the pupils in the work of Grades VII. and VIII. in the Science Course, with emphasis on the work done during the year.

The History and Science Courses were outlined in the Programme of Studies for 1928, and the Department expects that the first part of the new courses was covered by the present Grade VIII. students while they were in Grade VII.

The History and Science Courses have been carefully planned, so that the Grade VIII. work forms a complement to the work of Grade VII. It is necessary for students to study the work of both Grades, in order to complete the work required of Grade VIII. in Science or History.

Where the work is combined, Grade VII. students who take Canadian History with Grade VIII. this year, will take British History when in Grade VIII. next year.

A similar combination may be made in the Science.

Supplemental Examinations

Students who failed in General Science I. or General Science II. of Grade IX. will have an opportunity of removing their condition by writing a special supplemental examination in June, 1930. Supplemental papers will be prepared in each of these subjects. Grade IX. students who failed in both Sciences, may take the new course and write on the regular Grade IX. Science Paper, in June, 1930.

Grade X. students who have a supplemental in Grammar, may remove their condition at the December examinations. Students, however, who have only partial Grade X. standing and are conditioned in Grammar, will write on the regular Grade IX. Grammar Examination in June, 1930.

Grade X. students who have a supplemental in History, may remove their condition at the December Examinations. Students, however, who have

only partial Grade X. standing and are conditioned in this subject, will write on the regular paper in British History, at the examinations in June, 1930.

A supplemental paper in Grade XII. History of English Literature will be prepared in December. A similar paper will be prepared in June, 1930, for students who have a condition in this subject.

Conditions

In view of the number received we have found it impossible to reply to all the letters asking that certain quotas for students be approved. In view of the fact that students who have partial standing may proceed with the work of the next Grade, the following regulations have been approved by the Examination Board:

That students in Grade IX. with two or three conditions may take not more than three of the regular papers and may also take the work in not more than two of the accredited subjects. Students in Grade X. who have two or three conditions will be permitted to write not more than four of the Grade XI. papers in June along with the subjects necessary to complete Grade X. Students in Grade IX. or Grade X. with more than three conditions must devote all their time to completing the work of their Grade.

Time-Table Arrangements, 1930

We are receiving the usual number of requests from Principals, that conditioned students in Grades IX., X. and XI. be permitted to proceed with part of the work of the next grade. In most cases permission is being granted to the student to write a quota of subjects from the next grade, if the Principal makes a definite recommendation to the Examination Board. We would like to point out, however, that in such cases we shall not be responsible for clashes in the examination time-table. The time-table is prepared for students who are coming up to the examinations of Grades IX., X., XI. and XII. in the

usual way. In arranging the time-table, the Board has to distribute, as far as possible, the burden of the student who is writing all the papers in one grade. We are unable to make arrangements for pupils writing papers, in two or three grades, and we shall not be prepared in June, 1930, to make any special concessions to such students.

Grade VIII. Examination

During the past two or three years the Department has been receiving complaints from the Principals of High Schools and Collegiate Institutes that students admitted to the Grade IX. classes were unfit to proceed with the High School work. The Inspectors were advised of this, and the Committee on Entrance Examinations was instructed by the Advisory Board not to grant standing to any student who had not received a minimum of fifty per cent. on the entrance subjects, such as Composition, Arithmetic, Grammar and Science. This caused the failure rate in the Entrance Examination to be somewhat higher this year than usual.

The Department wishes to advise the teachers that the same standard will be set for the June examinations in 1930, and that under no consideration will any student who does not obtain a 50 per cent. standing on the subjects of the Entrance Examination be permitted to proceed with Grade IX.

December Examinations

The December examinations in Grades IX, X, XI. and XII., to be conducted by the Board will be based on the work prescribed in the Programme of Studies for the year 1928-1929. The time-table for these December examinations will be published in the November issue of the Western School Journal. Application forms will be available about October 15th, and may be had on application to the Secretary.

Grade IX. students are not eligible to write at this time, but should carry any supplementals which they may

have until the June examinations, and remove such conditions when they write on the Grade X. examinations.

Principals should bear in mind that Grade X. students must be clear of all conditions in order to come up to the whole of the Grade XI. examinations. A special paper in Grade X. composition will be given in December for those students who are conditioned in this subject.

Grade XI. students who have not more than three conditions to clear their Grade XI. standing are eligible to write on the Supplemental examinations in December. These examinations are strictly supplemental examinations, and only those eligible will be permitted to write.

Supplemental examinations will be arranged for Grade XII. Students who have not more than three conditions in Grade XII. will be permitted to write in December. Teachers who are actually engaged in teaching and who wish to write a portion of the Grade XII. examinations may do so in December.

It will greatly assist us if the Principal or teacher in each school will ascertain the number of application forms required in each grade and forward to the Department not later than November 1st, a request for these to be sent directly to him. This will avoid delay and confusion in distributing the forms.

The following fees will be charged:

For Grade X.—\$1.00 per paper.

For Grade XI.—\$3.00 for the first paper, and \$1.00 for each additional paper.

For Grade XII.—\$5.00 for the first paper and \$1.00 for each additional paper.

Enquiries regarding the December examinations should be addressed to the Secretary, Manitoba Board of Examinations, Legislative Buildings, Winnipeg.

Re Physical Education

It is expected that an outline of the new course will be available for distribution some time in November or early in December.

Grade XII.

The attention of all Principals and Grade XII. students is called to the regulations of the Department stated on Page 31 of the current Programme of Studies. Students who failed in more than two subjects in Grade XI. will not be permitted to proceed with all the work of Grade XII., unless they cleared all their conditions at the September examinations. Students having two conditions in Grade XI.

may proceed with Grade XII., if at least one condition is cleared in September, and the other at the December examinations. Any student with two conditions from Grade XI., who fails to obtain clear Grade XI. standing at the December examinations, will be unable to proceed with all the work of Grade XII, but will be permitted to study any two parts of Grade XII, under the division of Grade XII. subjects, stated on Page 73 of the current Programme of Studies.

PHYSICAL EDUCATION WITH THE VICTROLA

(Prepared by Mabel Rich, Lecturer, at Summer School for Teachers, Winnipeg.)

NEW SINGING GAMES FOR AN OLD TUNE—THE MERRY GO ROUND

Music—"Here We Go Round the Mulberry Bush"; Victor Record, 20806.

Formation—Children in a single circle.

Directions

Sing—"Here we ride on the Merry Go Round
The Merry Go Round
The Merry Go Round
Here we ride on the Merry Go Round
On a dashing horse or a pony."

Action—All join hands and slide around to the right.

Sing—"This is the way we ride around
Ride around
Ride around
This is the way we ride around
On a dashing horse or a pony."

Action—All face to the right with one foot forward, knees bent, and hands stretched out in front as if holding the reins—sway forward and back.

Sing—"This is the way we snatch a ring
Snatch a ring
Snatch a ring
This is the way we snatch a ring
On a dashing horse or a pony."

Action—On words "Snatch" reach for a ring with right hand and keep swaying forward and back as in previous verse.

THE BASE-BALL GAME

Music—"Here we go round the Mulberry Bush"; Victor Record, 20806.

Formation—Children standing in aisles, or in a circle.

Directions

Sing—"This is the way we bat the ball,
Bat the ball, bat the ball,
This is the way we bat the ball,
To make the base-ball nine".

Action—On the word "bat", make the motion of batting the ball.

Sing—"This is the way we catch the ball,
Catch the ball, catch the ball," etc.

Action—On the word "catch" clap the hands high above head to imitate noise made by catching a swift ball.

Sing—"This is the way we pitch the ball," etc.

Action—On the word "pitch" make motion of pitching a ball.

Sing—"This is the way we make a home run", etc.

Action—On the words "make a home run" all run in place.

THE CHRISTMAS TREE

Music—"Here we go round the Mulberry Bush"; Victor Record, 20806.

Formation—Children in single circle.

Directions

Sing—"Here we go round the Christmas Tree,
The Christmas Tree, the Christmas Tree,
Here we go round the Christmas Tree
So early Christmas morning."

Action—Children join hands and march around the circle singing.

Sing—"What would you like to have from the tree,
Have from the tree, have from the tree,
What would you like to have from the tree,
So early Christmas morning."

Action—All walk toward centre of the circle four steps and back four steps. Repeat.

Sing—"I would like a baby doll", etc.

Action—All march around in circle singing.

Note—Continue in like manner, singing about various presents the children suggest, such as, "I would like—a bicycle to ride, —a top to spin,—a hoop to roll, a kiddie car, a drum to beat,—a horn to blow,—a kite to fly," etc.

PLAYING IN THE BAND

Music—"Here we go round the Mulberry Bush"; Victor Record, 20806.

Formation—Children standing in aisles or in a circle.

Directions

Sing—"This is the way we play the Bass-drum,
Play the Bass-drum,
Play the Bass-drum,
This the way we play the Bass-drum
In the Empire Day Parade".

Action—Left palm for drum, hit with right fist as drum stick.

Sing—"This is the way we play the Snare-drum,
Play the Snare-drum,
Play the Snare-drum,
This is the way we play the Snare-drum,
In the Empire Day Parade".

Action—An imaginary drum stick in each hand, beat drum held in front of body.

Sing—"This is the way we play the Cymbals,
Play the Cymbals,
Play the Cymbals,
This is the way we play the cymbals
In the Empire Day parade".

Action—Hands move up and down in front of body, sliding palms together.

Sing—"This the way we play the Trombone,
Play the Trombone,
Play the Trombone,
This is the way we play the Trombone
In the Empire Day Parade".

Action—Left fist to mouth, right fist moving forward and back from mouth.

Sing—"This is the way we lead the Band, lead the Band,
Lead the Band,
Lead the Band,
This is the way we lead the Band in the Empire Day parade."

Action—Make motions of Drum-major leading a band.

Special Articles

Box 9, Shortdale, Man.
Sept. 17th, 1929

Editor,

Western School Journal,
Winnipeg, Man.

Dear Sir:—I beg to submit for your criticism, and possible approval, the following article on Christmas pro-

grammes, accompanied by a short Christmas play or tableaux with complete instructions for it. Trusting that this will help solve a difficult problem for a great number of fellow teachers, and thanking you.

I am, yours truly,

Wilfrid C. Hodkinson.

THE CHRISTMAS CONCERT IN RURAL SCHOOLS

By Wilfrid Hodkinson

With the fall term opening we begin to have thoughts of Christmas and the problems which present themselves in connection with the Christmas concert.

From a professional viewpoint we can look at it from two angles:

(1) Too much time put on it.

(2) Too little time put on it,—and needless to say, that as a general rule it is very difficult to strike a happy medium.

One thing is certain and that is that the general public are, and have been for some time, getting to the stage where they expect great things of the children at the annual Christmas concert.

There are several well known firms who offer for a few cents a fully pre-

pared programme, and while the writer has to admit that they are good and very simply put together, yet there seems to be a sameness about them which proves a drawback to continual use of these "tailor-made" programmes.

It has been proven that the teacher herself has better results with her own choice of item and arrangement, and knowing each individual child as she does can certainly place them all to better advantage.

Each year wherever possible the writer makes a point of visiting at neighboring school Christmas concerts, and what better place is there for hints and suggestions than the practical field?

At the same time, not wishing to appear too critical, I have noticed that the predominating feature of a great number of programmes is a long list of recitations.

It was also noticed that in districts where the children did considerable singing such as choruses, duets, solos and in some cases quartets, the programme was much better appreciated.

Expression as we know is a vital factor in the qualities which go toward making a good reader, and taking part in a dialogue is a wonderful opportunity for a teacher to obtain from pupils the expression which is sometimes lacking and oftentimes very hard to obtain in the average reading lesson.

If the child can be taught to live the part in the dialogue, or play, expression will come naturally.

It is needless to state after these remarks that the Christmas concert, or any programme for that matter, has its educational value.

The danger lies in losing sight of these facts and treating this annual event either as a much disliked chore, or, going to the other extreme.

Before closing I would like to offer to our readers one item which may prove to be of use this coming season, and a few hints and suggestions in connection with it.

First, let me state that the following play or tableaux—I find it gets both names—is not a copy, although it is based on several well-known similar productions, but rather a condensed and simplified form easily within the reach of the small school where elaborate and expensive stage properties and settings are impossible.

The whole play is based on The Nativity, which is indeed the spirit of Christmas.

Memories of Christmas

Stage Setting—A fair imitation of a stable is required, with a small manger in the centre and a rough bench for the central figure.

The following sketch will assist in placing the characters:

	H			H	
S		M	V		K
	F			F	
S	F	A		A	F
		A		A	
	F	A		A	F
S	F	A		A	F
					K

Key: M—Manger; V—Mother; H—Herald Angels; A—Angel Children; F—Flower Girls; S—Shepherds; K—Wisemen.

The Characters:

1. The mother.
2. Angel children—six or eight small boys and girls.
3. Herald Angels—two tall girls.
4. Flower Girls—six or eight of the best singers.
5. Shepherds—three boys.
6. Wise Men—three boys.

The balance of the pupils will prove a great help if they learn the carols and sit in the front row of the audience and assist in the singing.

Costumes:

The Mother—a long white dress with a flowing blue veil—preferably dyed cheesecloth.

Angel children — Girls in white dresses, boys in their ordinary good clothes, all to wear white cheesecloth veil decorated in front with a silver star and carrying in their hand a silver star mounted on a 12-inch stick.

Herald Angels—White dresses and a crown of cardboard covered with silver paper. Additional effect is gained by having them carry a lighted candle each, and their position on the stage permits of this without danger from fire.

Flower Girls—White dresses—necklaces of paper flowers—a basket filled with paper flowers which are thrown amongst the audience as they proceed to the stage.

Shepherds — Overalls, high rubber boots and crooks. A fair imitation of

Eastern head coverings may be made of any pieces of colored cloth.

Wise Men—Crowns of cardboard covered with gilt paper also a staff treated likewise, and the costume is completed by draping a colored blanket around each. Further effect is gained by covering a small box with gilt paper in order that the motion of presenting the gift will have a touch of reality.

The Outline

Note.—The mother takes her place before the curtain is raised, all other characters come from the back of the room.

In each case the characters come in stately procession during the singing of the carol listed at that point.

In the case of the wise men there is a verse applying to each king and they process singly.

The angel children upon reaching the stage will kneel and remain that way throughout.

1. Curtain.

2. Carol—"Who is He in Yonder Stall"—(no movement).

3. Reading—The Reader is on stage only during reading.

During reading the Herald Angels quietly take their places.

4. Carol—"Hark the Herald Angels"
During this the Angel children process.

5. Carol—"O Little Town of Bethlehem"—(no movement).

6. Carol—"Holy Night."

Flower girls enter.

7. Carol—"While Shepherds Watched".

Shepherds enter—pay their homage and take places.

8. Carol—"Away in a Manger"—(no movement).

9. Carol—"We Three Kings".

Enter Wise Men—singly and with right verse—place gift on Manger and take position.

10. Carol "O Come All Ye Faithful"—full chorus.

Curtain.

It will be noticed that the whole production is easy, also the setting and costumes throughout.

Any teachers who are not familiar with any of the carols will find them in the Christmas selections of any standard hymn book, and I understand that a well known company prints a book of carols, words and music, for use in schools, etc., and it is obtainable for a few cents.

A CHALLENGE

Will teachers give their pupils—Grade V. to Grade XI., a small piece of paper with numbers on it from 1 to 40. Then dictate the following questions and let the answer be given in single words or numbers. Mark the paper by Grades and let us see which Grade takes the highest mark. No names will be given. All that is wanted is a comparison of Grades by the work prescribed.

1. In what direction does the Red River flow? *north*

2. Into what body of water does it empty? *north*

3. Name a large city on Lake Michigan. *Chicago*

4. In what country is Paris. *France*

5. What is the largest Canadian city? *Montreal*

6. Who is King of the British Empire? *George*

7. Who is Premier of Manitoba? *J. Bracken*

8. Who is Premier of the Dominion? *King*

9. Who is President of the United States? *H. Hoover*

10. Who is Premier of Great Britain? *M. MacDonald*

11. Who wrote Pilgrim's Progress? *John Bunyan*

12. Who wrote Old Curiosity Shop? *Dickens*

13. Who wrote Little Women? *Alcott*

14. Who wrote The Children's Hour? *Longfellow*

15. Who wrote Robinson Crusoe? *Defoe*

16. In the sentence "Ladies' and gentlemen's clothes are for sale here," spell ladies'.

17. Spell gentlemen's.

18. Spell clothes.

19. Spell sale.

20. Spell here.
21. In what direction (approximately) does the sun rise?
22. At what time of the year is night shortest.
23. What is the temperature at boiling point?
24. What is the temperature at freezing point?
25. How many miles does light travel per second?
26. How many miles is it around the earth?
27. How far (approximately) from Montreal to Vancouver?
28. Name the first book of the Bible.
29. Who are named in it as our first parents?
30. Who was it that slew Goliath?
31. Who was sold into Egypt by his brethren?
32. Name the chief city in the Holy Land.
33. How many sixths in $2\frac{2}{3}$?
34. What number increased by half of itself is 69?
35. A, B and C are in a straight line. A is twice as far from B as from C. Draw a line picture to show the positions of the three.
36. A square plot of ground has a side of ten yards. What would be the length of the side of a square plot four times as large.
37. What color are the eggs of a robin?
38. How many legs has a spider?
39. What is Canada's emblem—leaf?
40. What is Canada's emblem—animal?

Answers

- | | |
|--------------------|-------------------|
| 1. North. | 21. East. |
| 2. Lake Winnipeg. | 22. Midsummer. |
| 3. Chicago. | 23. 212. |
| 4. France. | 24. 32. |
| 5. Montreal. | 25. 186,000. |
| 6. George V. | 26. 24,000. |
| 7. Bracken. | 27. 3000. |
| 8. Mackenzie-King. | 28. Genesis. |
| 9. Hoover. | 29. Adam and Eve. |
| 10. Macdonald. | 30. David. |
| 11. Bunyan. | 31. Joseph. |
| 12. Dickens. | 32. Jerusalem. |
| 13. Alcott. | 33. 16. |
| 14. Longfellow. | 34. 46. |
| 15. Defoe. | 35. A—C—B. |
| 16. Ladies'. | 36. 20 yards. |
| 17. Gentlemen's. | 37. Blue. |
| 18. Clothes. | 38. Eight. |
| 19. Sale. | 39. Maple. |
| 20. Here. | 40. Beaver. |

THE ELEMENTARY SCHOOL CURRICULUM

A Confession

When the school curriculum was issued two years ago there were some sentences inserted in a half-apologetic way, because it was feared that bold assertion might provoke the impatience or even the anger of those who are intolerant of what might be termed radicalism. There is perhaps sense in moving slowly. In education as in business one should not urge "more than the traffic will bear." Evolution is safer than revolution. Yet the makers of the programme need not have been so cautious. Even already progressive centres are putting in large type what was timidly inserted in the curriculum of 1928. Nothing will illustrate this

more than a few quotations from the last issue of "Progressive Education," the finest magazine for teachers to-day.

In the introductory paragraph are these words: "The amount of time necessary to the mastery of the three R's—formerly considered the major obligation of the elementary school—has been greatly reduced, and the time thus freed is now being devoted to the development of more creative forms of work. The social studies, science newly conceived, and a wide range of the arts are fast making their way as the core of the curriculum, developed through large units of meaningful activities, in which the three R's—the tools of learning—assume their rightful place as

means to ends." This certainly is quite as emphatic as our curriculum which says, "The fundamental question is not, 'How are we to teach pupils to read, write and calculate, but how may we teach them to survive in the world we know and bring to pass a world of which we dream'?"

Again, in the account of the revision of the Curriculum in Denver occur these words:

"The new courses of study emphasize the broader concepts, attitudes and understandings which give significance and purpose to the more easily measurable knowledges and skills The increased emphasis on the broader concepts, attitudes and understandings has resulted in no less efficient work in the knowledges and skills. . . . During the present year the major development has been the attempt to determine the specific objectives of public school education. . . . The fact that the analysis of specific objectives is being made in terms of present subject matter divisions, does not mean that these subject matter divisions are to be maintained intact. . . . With the completion of these subject analyses it will be possible to consider the desirability of a re-departmentalization or of an organization about centres of interest rather than in terms of subjects."

Any teacher of the old school who reads this and understands it will be shocked. How can there be school at all if the subjects are not studied one at a time in a logical order? The answer is simple indeed. Just consider life outside of school and note how development takes place. Even our own curriculum indicates how correlation may be effected. (See page 10, section 2, and pages 22 to 24). Yet when it comes to working out a Time-Table, the traditional method of procedure was followed, though Inspector Bartlett had given a fine Time Table based on the idea of a "project for the day." Can we not hope that in the days to come we shall find ourselves following the newer way—the way of Bronxville and Los Angeles, Winnetka and Norristown,

West Hartford and Seattle? It is perfectly true that it is folly to advance too rapidly and above all to proceed ignorantly, but it is criminal to lag behind indolently because of native inertia or cultivated caution. "Brethren, the world do move." It may be a proof of emotionalism in one when he is changing his view point from day to day, but it is a sign of self satisfied cock-sureness or obstinate incapacity when one refuses to alter his ways and opinions with changes in conditions. The growing recognition of school and class projects as the central motif in life for a day, a month or a term is not one that can be laughed down, sneered down nor ignored. "The world do move."

There is in the latest number of *Progressive Education* an account of half-a-dozen schools that are working on newer lines. Emphasis is placed on creative activity. It has always been a marvel to one that this principle was not realized more fully in school. People learn not through absorbing, but through expressing what they absorb or really possess. That which they possess most surely is of their own creation. This is one of the reasons why the new curriculum places a value on creative music (page 286) and on creative art (page 314) and on the writing of original compositions — even poetry (page 148). The course in arithmetic is shot through with the idea, and the whole course in social and physical education is built on the thought that the original whole-hearted effort of pupils is his best effort. And not one-half enough was said about it in any place. Mechanical tread-mill performance may result in a certain form of skill, but it does not produce developed manhood and womanhood. Only the free creative soul truly lives.

It was with great interest then that the article by Miss Nellie B. Sargent on *High School Poets* was read. Those planning courses for first year University are particularly requested to read this sentence:

"The only really poor high school anthology that I have read comes from

a school where Goldsmith, Milton's Minor Poems, and Macaulay's Essays are still taught at the expense of all modern prose and verse." The poems written by high school students themselves, as printed in this article, will do more to inspire in young people a love of literature than anything else that can be put before them, and the attempt by students themselves to write poetry even though the production is little better than worthless, is the basis for true artistic appreciation. Any teacher who has had an experience will testify to this.

Think for instance what it means to have a high school girl write a poem like the following. Wouldn't you cherish a production like this if you were her teacher? Wouldn't you like to take it with you to your tomb? And as for Mary Lindsley who will deny that no matter what record she made at the final examinations, she is a young girl that it would be a privilege to meet for she has culture of mind and heart, and a power of expression rarely met with in students of high school age?

Spartan Parents

Softly, My Lord, he's sleeping. Do no wake him.

What care I if his baby grasp be tight! Let him stay thus. Tomorrow, they will take him.

He will be Sparta's. He is mine tonight.

I held him close and sang him into slumber.

Laugh if you like. 'Twas womanish, I know;

But empty nights will follow without number,

In which I shall be glad that it was so.

His toys are at your feet, My Lord, tread lightly.

The chamber is in shocking disarray. I let him drop them there. 'Tis most unsightly.

Tomorrow I will put them all away.

He will be gone tomorrow. I shall miss him

A little; but a Spartan does not weep. Think you 'twill harm him greatly if I kiss him?

He will not know it, for he is asleep.

I gave him cake tonight. It was his last. Nay, be not angry. 'Twas a little slice. Their diet is a rigid one. He'll fast, And so—I helped him to the honey twice.

Tomorrow, he'll be seven. Sparta claims him

To train him up—and gladly will I yield him;

But, oh, tonight, mine is a love that shames him.

I find it in my yearning heart to shield him.

Lift him up so, My Lord, but do not scare him.

He is a heavy burden. Do not fall.

How carefully and tenderly you bear him!

I'll hold the lamp before you down the hall.

His little bed is soft and snowy-sheeted. He'll sleep on rushes in the bitter cold. 'Twill make him manly to be harshly treated;

But then, tonight, he's only six years old.

Oh, little son, your pets will die of grief.

My Lord and I are Spartans. We must live.

We have no tears in which to find relief. Our duty is to raise and love and give.

And you, My Lord, no word of pain you've spoken,

Or vain regret. The feeble morning light

Shows me that your composure is unbroken—

And that your hair has whitened in the night.

—Mary Lindsley,

Hunter College High School,
New York City.

Those who would know more of the newer movement in education should read:

Creative Youth, by Hughes Mearns (Doubleday Co.)

Better Schools, by Washburn & Stearns (John Day Co.)

These will pave the way for others. It is assumed that Dr. Dewey's ideas are known to all teachers.

Rural School Section

GRADE I. READING

The following Reading Procedure was listed by a primary teacher of the Columbia University Primary School. Believing that it contains many valuable suggestions to the teacher of the first and second grades, we offer it without further comment:

Pupils listen to stories, read or related.

Pupils tell stories.

Pupils memorize poems from black-board or story book.

Pupils trained to follow written or oral directions, accurately.

Pupils read entire thought unit silently before orally.

Pupils illustrate by drawing, paper cutting, moulding, etc.

Pupils interpret by dramatisation, pantomime, etc.

Pupils interpreting by rhythmic motions, memorizing parts of a poem read.

Ask and answer questions about pictures related to the topic.

Pupils read questions silently and answer orally, or in pantomime.

Pupils collect illustrative material, pictures, etc.

Illustrates story by

- (1) Individual or group activities;
- (2) Asking and answering questions;
- (3) "Matching" games;
- (4) Development projects;
- (5) Telling story in part or whole.

Reading stories in small groups under pupil leadership.

Making "my own book".

Rhymes and jingles and phonic lists to improve pronunciation.

Special readings for special occasions.

Library readings.

STRONG AND WEAK

Just as there are all grades of physical strength and ability in human beings, all possessed by healthy people; so there are all grades of mental ability possessed by children of any age. Yet as these varying physical powers are all possessed by people of normal health, so are all the grades of mental ability possessed by those of normal mind. Normal mind in this proper sense of the term corresponds to physical health rather than to physical strength, and is not to be confounded with normal mental age, brightness, or dullness, which have their basis in in-

tellectual development. As we have learned from medical science that no one, not the strongest, can be regarded as immune from "physical un-health," so we are beginning to learn from science that normal mind is not to be regarded as an assured possession which is to be assumed under all circumstances, and which, once possessed is always possessed. On the contrary it is a precarious possession to be safeguarded with zealous care. Every school method, school attitude or school custom which imperils mental health should be ruthlessly eradicated, what-

ever attractions or inducements it may hold out in other directions.

What are the factors in school environment which are menacing to normal mind? That is a large question, which can be here treated only in a very sketchy and inadequate manner. In a general way they consist of unnecessary repressions, inhibitions, fears, and all conditions producing morbid states, inferiority attitudes, bullying, scolding, nagging, etc. It thus becomes a personal problem for the teacher as well as for the pupils.

The prevalence of any of these conditions is a menace to the normal mind; and a teacher responsible for any such conditions is as culpable as one who exposes her pupils to diphtheria or scarlet fever. In fact the prompt recognition, scientific diagnosis, and effective treatment, are much more probable in the case of the physical diseases; whereas the mental pathological conditions introduced by ignorance or negligence of parents and teachers, are likely to persist through life. Space will not permit further discussion of this important question. We can only append a few practical specific suggestions for teachers:

1. Be firm, but do not allow an atmosphere of gloom or repression in the school.

2. Do not allow any pupil to dominate either the class or the playground—it is bad mentally and morally for him and for all the other members. Do not hold up one student as a model to the

rest. Do not continually impress on a slow pupil the fact of his inferiority. Give each and all a task suitable to his ability.

3. Do not scold or nag. Do not threaten. Be firm and decisive. Where punishment is necessary let it be well considered, efficiently administered, then put behind as a closed incident.

4. The atmosphere of the school should be one of cheerfulness, sometimes of humor, but not of levity.

5. The teacher is the protector of the weak. Any tendency to bullying, frightening or otherwise disturbing the peace of the weaker ones should be firmly dealt with. Boasting, bragging and bluffing, should be regarded as very bad form, and a sign of inferiority.

6. Timid and hesitating children should be encouraged to more adventurous attitudes, both in school and at play. Courage can be taught by example and precept, quite as effectively as mathematics.

7. Do not unduly censure or repress activities and interests natural to the age of the pupil. Each activity of course should be subordinated to social and other requirements of the whole school; but in general, normal interests should be tolerated and encouraged.

8. Do not forget that successful social adjustment is a far more vital problem to each pupil, than success in mathematics, grammar, or even English.

NATURE STUDY

If nature study is not properly taken up in the middle grades—four to six—then the teacher of science in Grades VII. and VIII. will have but a foundation of sand on which to build.

Nature study is determined in its content by the season. Each month has its appropriate material, September and October are particularly rich in nature material which cannot be obtained at any other time. It is therefore an important matter that the teacher should

begin her nature study program energetically at the beginning of the fall term and follow it vigorously until snowfall.

Some of the phenomena appropriate to the time are: Falling of leaves; composite flowers; winter buds; fruits; methods of seed dispersal; bird flocks and migration; insect forms and hibernation; changes in appearance, occupations and habits of animals, etc.; and in general how nature's children prepare for winter.

TEACHERS' CONVENTIONS

The time for the local Teachers' Conventions is at hand. We hope you will all take advantage of its educational and social opportunities.

We occasionally run across the teacher who says he gets very little from Teachers' Conventions, as they do not come to close grips with practical questions. We wish to reply that the convention will become practical in proportion as the teacher from the tall timbers gathers courage to stand up and ask pointed specific questions for discussion. You owe it to yourself to give this practical turn to the convention, and you owe it also to your fellow teachers. Don't sit on the fence and criticise.

We would also venture a word of advice to another class of teachers, often men of some experience, and probably deeply interested in conventions. We would venture to point out that there are a few rather obvious

remarks which may be made on any paper offered at the convention. While these remarks by no means exhaust the topic, they may leave little that the young teacher might have to offer. If therefore in your zeal to set the ball rolling you jump up and anticipate all these obvious remarks, you in effect skim the cream off the milk, and leave little opportunity for the more timid members from the back concessions. We would therefore suggest that you, of more mature experience, hold yourself in reserve, give the youngsters a chance; and offer your contribution when it becomes fairly obvious that no more of the young folks have any further remarks to offer.

By this means you will encourage the young teacher; and render your own contribution more balanced and valuable, also, since nearly all the conventions have rather full programs, let your remarks be brief and pointed in all discussions.

Elementary

Quotations—

"Whatever anyone does or says I must be good."—Marcus Aurelius.

"Beautiful hands are those that do Things that are noble, and good, and true."

"All that's good and great is done Just by patient trying."

"Smile! and when you smile, another smiles and soon there's miles and miles of smiles, and life's worth while because you smile!"

"Kind words are little sunbeams
That sparkle as they fall;
And loving smiles are sunbeams,
A light of joy to all.

Get a Transfer

If you are on the gloomy line—
Get a transfer!

If you are inclined to fret and pine,
Get a transfer!

The cheerful cars are passing through
And there's lots of room for you—
Get a transfer.

Look Up

Weather fair, weather foul,
Be it wet or dry,
Cloudy time or shiny time
The sun's in the sky.
Gloomy-night, sparkle-night,
Be it glad or dread,
Cloudy time or shiny time,
Stars are overhead.

—M. M. Dodge.

The Jack-o-Lantern

"I dug and dug it out inside,
And scraped it smooth and thin;
I cut big teeth and nose and eyes,
And set a candle in.
Then when I set it on a post
You should have seen it grin!"

Poems—

Autumn Fires.—R. L. Stevenson.

Farewell to the Farm.—R. L. Stevenson.

Leaves at Play.—F. D. Sherman.

From a book of poems by Annette Wynne, entitled, *For Days and Days*, and published by Stokes the following poems will be much enjoyed by children at this season of the year:

The Leaves do not Mind at All.

Before it's Time to go to Bed.

I Love These Days.

Hallowe'en.

Reproduction Story—**The Ant and the Dove**

Once upon a time there was an Ant who wished a drink. She went down to the brook for some water. When she went down the bank to drink she reached too far over the water. She fell in the brook. The running water carried her down the brook.

A Dove that sat on the bank saw the Ant. She was sorry for the Ant. She pulled a leaf from a tree and dropped it in the water.

The Ant crawled up on the leaf and the wind carried it along like a boat. The wind carried the leaf to the other bank of the stream. Then the Ant crawled off the leaf and up the bank.

The Ant was very grateful to the Dove.

After a while a hunter with a snare came to the woods. He laid the snare for the Dove. He was going to catch her.

The Ant watched the hunter. When the hunter was about to catch the Dove, the Ant bit his heel. This made the hunter jump and the Dove flew away safely.—From *For the Children's Hour*—Bailey.

Suggested Conversations arranged by Months.—October.

Charms of month—Weather, foliage, flowers and fruits.

Dissemination of seeds—Agencies—man, wind, water and animals.

Preparation for winter—Nature's preparation. Man's preparation.

Correct habits—Industry—Results of devotion to work. Results of shirking—losses to the offender.

Helpfulness and kindness in relation to teacher and classmates shown by—Being cheerful; avoiding quarrels; avoiding talebearing; helping younger children with hats and coats; taking care of younger children at recess; inviting diffident to join in games; being attentive and kind to new pupils.

Obedience to school laws—Necessity of school laws and obedience to them; prompt obedience to commands and signals; results of interference with the quiet of those who are at work by whispering, borrowing and lending, unnecessary noise and interruption.

Attention—Advantages of paying attention; losses by lack of attention.

Cleanliness — Reasons why cleanly people are liked; reasons why we should give attention to—care of face, hands and nails; care of teeth; neatness of hair; neatness of clothing; formation of clean-up club.

Promptness—Its advantages; opposite results of delinquency; manifested by—being on time for school; returning promptly to home at the close of school; doing errand without loitering; attacking work quickly; obeying signals and commands promptly.

Courtesy—

In the School. Manifestations — Greeting the teacher upon entering room; saying "please" when asking for things; "I thank you" whenever kindness is shown; passing behind people; saying "Excuse me, please", when obliged to pass in front of people; passing things correctly; avoiding interruption of conversations; helping others before one's self (in passing books, pencils and other material); offering chairs and books to visitors; offering to take their wraps; making them happy in every possible way; asking pardon when one has made a mistake or done wrong; using name of person addressed e.g. "No, father." "Yes, mother." "Yes, Miss Brown." Standing when addressed; looking persons addressed straight in the face; waiting patiently for one's turn.

In the home—Application of above named courtesies to similar conditions in the home.

On the street — Manifestations — greeting people cordially; raising hats to elders and little girls; moving in from end of car seat; avoiding blocking sidewalks; avoiding discomfort to passersby when rolling hoops, riding bicycles, playing marbles, coasting, tossing balls, throwing snowballs.

Honesty—

With one's self.—Making best use of one's time; obeying school laws when teachers are not present; keeping promises.

With playmates.—Respecting their rights to ownership of lunches, money, and toys; being fair in games; avoiding all forms of cheating; avoiding impositions upon younger or weaker children.

With Others.—Respecting their right to property. Manifested by keeping off private grounds; not taking fruit or flowers that belong to others; not

defacing fences and walls; not stealing rides on automobiles, cars or wagons; not jumping into automobiles, blowing horns, or otherwise tampering with them. (The danger; the penalty.)

Friendliness—

Manifestations—Being cheerful; accepting and giving criticisms; avoiding talebearing; avoiding quarrelsome children; avoiding teasing children; avoiding contradicting others.

Self-Control—

Manifestations — Willing submission to judgment of elders; avoiding quarrels; respect for decision in games; doing right when others do wrong or when it costs effort; settling disputes; not allowing petty distractions to interfere with task on hand.

Self-denial—

Manifestations — Avoiding teasing for things; sharing toys and eatables with others; loaning playthings; giving up place to others in games and play.

Stories, poems and quotations suitable to the month and its spirit.

The Question Page

1. Give a short method for multiplying two numbers each consisting of two digits, e.g., 84×76 .

There is no short method except in selected cases, where inspection suggests shortened procedure. Here are a few cases:

(1) Multiply 42×11 . Here add the 4 and 2 and put the six in the middle.

(2) Multiply 87×11 . Here add 8 and 7 and put the 5 of the fifteen in the middle and add the 1 to the 8.

(3) Multiply 26×25 . Here add two zeroes to 26 and divide by 4.

(4) Multiply 84×75 . Here multiply 84×25 as in (3) and multiply the result by 3.

(5) Multiply 75×75 . Here add 1 to one of the 7's and multiply by the other 7 getting 56, then add 5 times 5. Thus $75 \times 75 = 5625$.

(6) Multiply 84×86 . Here the left hand digits are the same and the right hand digits add to 10. Proceed as in case (5). Thus $84 \times 86 = 7224$.

(7) Multiply 42×86 . Here the answer is clearly half of the previous answer or 3612.

(8) Multiply 82×99 . Here add two zeroes to 82 and subtract 82. Thus $8200 - 82 = 8118$.

(9) Multiply 75×49 . Here multiply 75×50 and take away 75. Thus $3750 - 75 = 3675$.

(10) $8\frac{1}{2} \times 8\frac{1}{2} = 8.5 \times 8.5$ which according to (5) becomes 72.25 or $72\frac{1}{4}$. Note that $5\frac{1}{2} \times 5\frac{1}{2} = 30\frac{1}{4}$ by the same rule.

(11) $24 \times 33 = 24 \times 11 \times 3 = 264 \times 3 = 792$.

(12) $85 \times 72 = 85 \times 12 \times 6 = 1020 \times 6 = 6120$
This multiplication by factors is a great help in mental calculation. Consider for example: 48×63 ; 84×64 ; 27×32 ; 78×28 ;

75x36; 22x54 (try this by factoring 22 and also by factoring 54. Thus $22 \times 54 = 54 \times 11 \times 2 = 594 \times 2 = 1188$ or $22 \times 54 = 22 \times 6 \times 9 = 132 \times 9 = 1188$.) Ability to calculate mentally is not to be despised. Next month the handling of simple fractional parts will be considered.

(2). Theft is common among school boys. What is the cause, and what can the school do to correct the evil? The first question can be answered by a paragraph from an article by Baker, Decker & Hill, of Detroit, who compared 64 young people given to theft with 64 others not given to theft, but who were as like them as possible in other ways. The conclusion was:

(a) The factor's that show no significant differences were economic status, father's occupation, size of family, position of boy in the family, roomers or boarders in the home, church attendance, health or injury, time in school, change of schools, school marks, work and earning power of boys, attendance at movies.

(b) Factors showing considerable differences in favor of the non-stealing group were unbroken homes, lack of crowding in homes, general intelligence, supervision of play, correction of physical defects, playmates, church affiliation.

(c) Factors showing marked difference were good character traits in parents and children, physical condition of homes, supervision by parents not both employed and school attitudes.

The second question might be answered in this way: Find the cause then get a remedy to meet the case. Here the investigation just made is of very little use. It makes little suggestion to the teacher except in this way. It warns her against attributing the habit to causes that are not operative at all, and it impresses upon her the fact that in many cases those who steal are to be pitied rather than blamed. Those who have had to deal with actual cases and who can claim credit for success in dealing with them would be inclined to agree with the following course of procedure:

i. Encourage children to tell when they have erred. Show sympathy but don't scold.

ii. Do not publicly expose children who have been guilty of theft. Let the whole thing be settled privately.

iii. When a pupil has stolen, use discretion in demanding that he report to his parents.

iv. Note every improvement and praise a boy who successfully resists temptation.

v. Occasionally put the thief in charge of property, and praise him for honest accounting. Above all don't bully, scold and threaten. Remember the time when you went to your mother's sugar bowl.

(3). What books are useful for boys who want to be doing things?

Try "How it is Made," by Nelson Sons, Toronto.

Children's Page

Dear Boys and Girls:

Your editor is still away and I have an opportunity to write you another letter. It has been raining all day and is now turning colder so that fall is setting in. Fall is the time when everything is getting ready for winter. I wonder how many things that you can find that are making preparation?

First of all look at the sky and see where the sun is at mid-day. Is he

shining the same number of hours every day? Is he giving the same heat? Don't you see that after all he rules winter and summer. If you make a mark or a curve shaped like the sky, showing where he is every day at noon, maybe you will find out something wonderful before March.

Now look at the plants. What have they prepared for winter. Look at the grain your father planted in the fields

in spring, then at the wild flowers, then the trees. When a grain of wheat is sown and grows how many grains does it produce? Have a match to see who can find the biggest head. Do the same with other grains. Then turn to a weed like mustard or sow thistle. How many seeds do you find? What weed has the greatest number of seeds? Turn to the trees. Look at the oak tree. How does he protect his seeds? How does the milkweed arrange his seeds? How do all the seeds get away from their home to begin new homes? Which seed makes the best aeroplane?

Now turn to the bees and wasps and flies. How are they preparing for winter? Have you any idea how many eggs a queen bee or a mother-fly lays? What is the best way to keep down the number of wasp nests next year?

What about caterpillars? How do they prepare for next year? Did you ever get one in the fall and watch him prepare his winter bed? Did you ever gather some cocoons and place them away till spring time? Would you know the cocoon that holds the prettiest moth and the brightest butterfly? Do you know one difference between moths and butterflies? Surely there is nothing more! Of course there is. What change is taking place with the animals that have hair and wool? What are the birds doing? Where are they going?

Surely I have asked enough questions. Don't you see how everything prepares for winter? How should men and women, boys and girls prepare for winter? Think of food, clothing, shelter, toys. Think of your school. Think what life might be if we did not prepare for winter.

When people get old we say they have reached the winter of life. Little children are at the spring. Boys and girls who go to school and college are at the summer, and should be bright as the summer. Fathers and mothers are in the fall of life. They are preparing to leave you behind to take their places. Are you growing beautifully now so that your later life will be a grand one? Are you planting seeds of truth and

honesty and kindness in your soul? That is the finest question you could ask yourself and that is enough of a sermon.

I have just received answers to my last letter, but will give time for more to come in. Some of you have said such beautiful things that I feel like going out of teaching. I can never approach your picture.

A Nature Lover

Once upon a time there was a man with a very strange name. It was Agassiz. He loved the things in Nature so much that he made everybody around him see the beauties. He had a dear friend who is your friend because he wrote so many poems you like. One of his poems is about Agassiz (call it Agassy). Here is part of it.

And Nature the old Nurse took
The child upon her knee
Saying "Here is a story-book
Thy Father hath written for thee."

"Come wander with me," she said,
"Into regions yet untrod
And read what is still unread,
In the manuscripts of God."

So he wandered away and away,
With Nature the dear old Nurse,
Who sang to him night and day
The songs of the Universe.

And whenever the way seemed long
Or his heart began to fail,
She would sing a more wonderful
song
Or tell a more wonderful tale.

Prize Competition

Next month a prize will be given to the school pupil who tells the loveliest story about something in Nature. My story is this: "I looked out of the window and saw the sparrows carrying food to an old sparrow. I thought at first that he was their king, but on looking closer I found that he was blind."



DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
255 Machray Avenue, Winnipeg, Man.

A. A. HERRIOTT, B.A., I.P.S.
President

AGRICULTURE AND THE SCHOOLS

An M.E.A. Address by Dean W. C. McKillican

There are more people engaged in agriculture in Canada than in any other occupation, almost as many as in all others combined. Agriculture has more wealth invested in it and produces more wealth than any other industry or business, and nearly as much as all others put together. In our own province it produces much more than all others combined. It is surely then a truism to say that the education given in our schools should fit people for an agricultural life since that is the life that such a large proportion will live. Neither should much argument be necessary to prove that education should fit for the management of a business of such economic importance. All, I think, will agree with the justice of this claim, but when it comes to the working out of a practical interpretation of it, many shades of opinion can be found. You will perhaps expect me, as an agricultural educationist, to make extensive claims for the teaching of agriculture in the lower schools. Some of my fellow workers do make such demands on the school curriculum. I do wish the best possible for the training of the future farmer and farm woman, but I may differ with some agricultural leaders as to what that is.

Let us see then what the agricultural population should expect from the elementary school. I would say that an agricultural population, or any other kind of population wants, first of all, the fundamentals of education. I mean by that the foundation upon which all higher education and training is built. By all odds the most important fundamental is the knowledge of our language. Language is the basis of all

our social intercourse, our business and our culture. Language is the very life blood of civilization. So I say that a thorough training in the understanding and the use of the English language is the first essential of the education of any citizen, be he farmer, merchant, lawyer or clergyman. He must know how to read it, to spell it, and to speak and write it correctly. And I would claim this training for the farmer of the future as more important than any attempt at technical agricultural training. Second to language comes arithmetic. It is surely obvious that the rudiments of mathematics are the foundation upon which all forms of business, including farming, as well as all advanced science, must rest. Whatever else we add, these subjects must be the sine qua non of any elementary education.

Then, as to the beginnings of culture—such subjects as literature, geography and history. I claim for the rural population as much right to cultural growth as for the urban. We are not producing in Western Canada a race of peasants, nor would we be satisfied with making them skilled peasants. Alike in country as in city, our people must know something at least of the literature to which we of English speech are heir. They should acquire by reading it, a taste for what is good and a desire to get more and more as they go through life. The farm dweller equally with the city man must know something of the world in which we live, if he is to be a citizen worthy of the name. As a producer whose wares enter into world commerce and a consumer using the products of the

"The Proof of the Pudding....!"

The M.C.C. Ltd., Winnipeg.

Dear Sirs:

I enrolled with your college in September, 1928, for the following subjects:—Algebra, Rhetoric and Prose Literature, History of English Literature and History, and passed in all four subjects.

I have found that the M.C.C. offers a splendid course and I shall recommend it to all who are interested in extra-mural studies. It has been a great boon to me since I could not take a year from my work to study Grade XII. I am glad to have had the opportunity of studying under the guidance of your efficient instructors and hope to enjoy my next year's work too.

I remain, yours truly,

E. M. Macdonald (signed).

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world, he has a keen interest in it. Clearly the farmer must study geography. And history! well, if the past has anything to teach and surely it has much, surely the farmer needs the knowledge and has as much right to the cultural influence derived as any one else. So I stand firm for the old subjects. They cannot be replaced. They may be taught differently, but no elementary school in the country can either eliminate or reduce them with fairness to the pupils taught therein.

Another aspect to this situation which is often overlooked by those who advocate special ruralized schools, is that of the mobility of our population. We have no caste system in Canada. Because a child is born the son of a farmer or a fisherman or a banker does not mean that he is going to grow up to be the same. A large number of our country children go to the city and take up urban life. No doubt, too many go; but always and necessarily in every generation there will be a resorting of population, according to tastes and capabilities. Quite a few city-raised people go to the country, and if country life became economically more attractive, that flow would increase. So the training in any elementary school must be a suitable beginning of education for any reputable walk of life. We cannot say to a group of children "we will give you an education that will necessitate your staying in your father's occupation regardless of your own inclination." That is out of keeping with the spirit of this free and democratic country.

There are some real difficulties in the way of teaching agriculture in the elementary school that are often overlooked. Agricultural science is a very complicated and widespread field of study. It is built upon all the pure sciences, such as chemistry, physics and biology, and relates itself to all the various forms of the application of science to farm activity, such as field husbandry, animal husbandry, engineering, veterinary science; to mention only a few branches. Where are we to start and where stop in such a study? The logical method is to start with the

pure science and then go to the practical application; for instance, first the principles of physics and chemistry, then the study of the soil. But the mind of the child in the elementary school cannot grasp these sciences; they are too difficult for him. I remember well having it tried on me when a boy in Ontario. We had a text book on agriculture written by two eminent professors of agriculture. I got absolutely nothing out of the text; it was over my head. The pictures of good stock with which it was illustrated were quite an inspiration; I can remember them yet, but that is all. The mind of the little boy and girl in grade eight or lower is not ready for the abstract principles that are essential to a knowledge of the science of agriculture.

Well, what about the practice of farming? Should we attempt to teach it without reference to the sciences. Perhaps something can be done along this line, and I shall make some practical suggestions a little later. But let me say at this juncture that a general application of such teaching has many objections. First, I believe it is a wrong principle of teaching. The object of education should not be to fill the child's head with facts and rules, but rather to train his mind. It should develop a thirst for information; a judgment as to what information is worth while; an ability to observe and understand what goes on about him; a background of laws and principles that will enable him to judge his own actions and make his own decisions without rule-of-thumb formulae. True, there must be some teaching of concrete facts and rules such as those of mathematics and grammar, but these are a means to an end, rather than the end in themselves. Agriculture is not a thing of exact rule like adding or spelling. Its practices are subject to infinite variety of influences of climate, soil and economic circumstances, so that the "do this" of one place is the "do not" of another. There are, of course, the simple practical arts of the farm, such as how to milk a cow, to harness a horse, to swing a hoe and guide an implement. These the child learns best

by doing them. They are not subjects for the school-room because not needed and because the things to work on are at the farm, not at the school. When we come to the next grade of things to learn, the things that depend upon reason, there is much room for education. Better seed, better crop rotation, better livestock, higher quality of products and many other avenues of improvement are open. But that they are to any extent the job of the rural teacher, I very much doubt. She has not the training to teach these things. The farmer may have much to learn, but for the young girl school-teacher and her young flock to play at showing up his ignorance is a risky game. He knows much more of the practical application of things, even though he lacks his scientific training.

All these things point to the fact that true knowledge in agriculture is not a set of rules as to how each operation is to be performed. It is rather an understanding of the fundamental principles of science and economics upon which sound farm practice must be built. This, the elementary school teacher has not the training to teach, nor the junior pupil the mind to grasp. I think then I have made it clear that agriculture as a subject should not have a place in the curriculum of the elementary school.

That does not mean, however, that I think that there is nothing more that can be done in the elementary school to fit children for an agricultural life. I do think that much can be done, but that it can be done more efficiently in other ways than by adding a subject to the curriculum. In the first place, the teaching of other subjects can be given an agricultural coloring, or at least an utilitarian coloring by the use of material from the business and social life of the people and from nature. For instance, in teaching arithmetic, why cannot the examples used be partly, at least, representative of the problems met with in farming and in the businesses which serve agriculture in the country. Instead of the dying joker who plays a prank on his heirs by making a puzzle of the terms of his will, we

could get just as much mathematical practice out of dividing the returns of a co-operative shipment of mixed livestock. In the reading lessons, I believe it would do no harm for the growing mind to imbibe some information about the beauties of nature and her laws that govern men's affairs, as they learn how to read, write and spell. I would not replace anything of literary quality with anything of less cultural value, but perhaps such gems as "the cat is on the mat" could be spared without great loss.

Geography, is, I believe, now presented fairly well from the economic and utilitarian standpoint, but possibly even this, could be improved. The geography of crops, where the world's supplies come from and where they go, the geography of climate and soil and its result in desert, fertile plain, or ice cap, these are as good training as political geography and more useful in a country of peace and farming and business.

With the teaching of history I have a real complaint. Julius Caesar, Napoleon, and their like, fill the pages we have to learn, but what do we know of the people who grew the food for Caesar's armies, or how the people lived in his time? I think that in a country such as this where wheat is our great wealth producers, such history as when wheat was first used by man, which countries have been the chief producers in the various centuries, the progress of its westward march and the names of the originators of the great varieties, are more important history than wars and kings. The Incas of Peru had an advanced agricultural civilization before the Spaniards came, with sixty or seventy different kinds of crops, some of which such as the potato have been important gifts to civilization. Our histories overlook such an achievement, but tell us all about the petty squabbles of English and Spaniard over their stolen silver.

Then, I believe the elementary school can do much to develop in the youthful a knowledge of the way of nature, which would be a real preparation for a study of agriculture later. I would not make this so much a course of

study, as a form of recreation. The steady grind of learning lessons wears the mind of the child. I believe a rest period devoted to flowers, birds, trees and insects as objects of curiosity, not as things to memorize, would bring the child's mind back to a freshness that would give a new zest to the heavier studies. Such nature studies could be made a period of relaxation; they could be turned into a game. Who can see the first of a new kind of flower? Who can see and name the largest number of kinds of plants in a given period? And other simple contests would give spice to the study. There are also a few useful agricultural lessons that can be brought into such exercises. For instance, observation of the germination of seeds leads naturally into the testing of seeds for viability, which is a practical form problem. Observations of new plants leads to telling the useful ones from the weeds. Observations of insects may lead easily in dividing the useful from the destructive, and even how to control the latter. But while a little practical information may be brought in thus incidentally, that should not be the chief object of such work, but rather interest in the objects of nature and love for them, and the ability and inclination to observe. The child lead thus in nature's way will appreciate the beauties of country life, and as his mind develops, he will understand the meaning of the practical things he does on the farm. He will have the proper background for a scientific study of agriculture in a higher course of study later on.

The school grounds may be made an influence on the life of the growing citizen. I feel sure that some of our bleak, barren yards are even now an influence of the wrong kind. In a prairie country, the school grounds may well be a demonstration of tree growing for shelter. And behind that beneficent protection why not have something of the beautiful to help the teacher in the moulding of character and growing things to use as objects of observation. I think that the preparation of the land and the planting is the work of trustees and parents,

rather than of the teacher. Also, some judgment and common sense should be used in choosing the material, both as to kind and quality. The very enthusiastic and extensive school garden of annual flowers and vegetables has not been a success in my observation, except in rare instances where the teacher is a horticultural enthusiastic. Better stick to trees, shrubs and some perennial flowers! These require planting only once for all. The preparing of the land for a big annual garden makes too big a task for teacher and pupils. It is likely to be neglected. Then comes the long summer holiday when weeds grow apace, when flowers bloom unseen and vegetables are garnered by the roving cow. I think it better for the school to have only what can be easily taken care of, choosing shrubs and perennial flowers whose blooms come when school is in session. The place for the garden of annuals, either vegetables or flowers, is at the home where night and morning attention under mother's observant direction can be maintained throughout the season. If the teacher can stimulate interest in gardens at home that will be her best contribution.

Then there is the work of boys' and girls' clubs which can make a great contribution toward developing agricultural interest and enthusiasm among the young people. It is essentially an extra-curriculum function. It is also best directed by an agricultural expert, such as the district representative or county agent, or by travelling project leaders or supervisors. But the school must be the rallying point and the teacher the source of inspiration, if the club is to function satisfactorily. The occasional visit of the supervisor will keep the activities headed in the right direction, but local energy must make them move. So here is a place where the local school may function in developing agricultural thought, but it can do it best outside of the regular lessons or the required curriculum.

I think I have shown that agriculture as a subject should not have a place in the curriculum of the junior school, and that the training for agricultural

life which can be obtained there, can best be got in other ways. As this address is presented to the elementary section of this convention, I suppose I should stop at that, but for the sake of completing my line of thought, you will perhaps pardon me if I indicate briefly where I think agriculture should be taught. In the first place, I do think that we should have some teaching of agriculture in our high schools. The mental development of the student who has reached high school has advanced so that science can be understood. Science is taught in high schools now. In this agricultural country it should be given an agricultural application in at least some of our high school courses. In the high school we have passed the difficulty of the one teacher school. Specialization is practiced, several teachers are employed. There is no reason why one of these should not be a graduate in agriculture qualified to teach agricultural science. Some teaching of

agriculture in high schools is necessary if the teacher of the future is to take an intelligent place in the life of the community.

Then, may I be pardoned if I say that the ideal place for the teaching of agriculture is the agricultural college. The opportunities it offers are not half appreciated. The teaching is done by specialists in each division of agricultural science. That must surely be more effective than that of an untrained rural teacher or even of one teacher of agriculture in a high school. The cost of attending is low; the time of the year used in study does not interfere with the major farm operations; the conditions of entry for the practical diploma courses are easy. May I respectfully suggest that the first step toward greater agricultural education in this province is to fill the agricultural college with boys and young men from the farms.

Health Department

MENTAL HEALTH IN THE SCHOOL

By E. de V. Clarke, Reg. N., Supervisor Mental Hygiene, Department of Public Health, Toronto.

In discussing the mental health of children one must go back to the pre-school days at least, for it is then that the foundations are laid. Others have spoken of the need of educating parents, and the establishment of good routine habits, and I have been assigned the question of the school child.

The mental health of the school child could be discussed from half a dozen angles, but I will only attempt to touch on a few high spots in a very sketchy manner.

The old saying "Train up a child in the way he should go, and when he is old he will not depart from it," is as true today as it ever was, and the earlier a systematic training is begun the fewer failures and misfits will result. A good start in school means fewer truants, delinquents and malad-

justed pupils in the upper grades.

Until fairly recently little thought was given to this phase, nor was it realised that from the standpoint of both child and school, it was economical to straighten out difficulties at the beginning of the pupil's career, because the problems of the younger children are easier to clear up than the more fixed behaviour of older children, also because the school is spared waste and cost of its efforts through failure of the child to later live up to his capacity for good work and acceptable behaviour.

When a child enters school he has tremendous adjustments to make. He must learn to accept authority, the competition of other children, and to find satisfaction in doing things for himself. So often, until he starts school, the

child has lived in a small world where his own wants were paramount, where most things were done for him, where the protective love of his parents had surrounded him. Then suddenly he finds himself in the impersonal schoolroom and he is overwhelmed by this strange new environment. Here he is only one of many, his own achievements aren't immediately applauded, his demands are not catered to, and he has to share the teacher's attention with 40 others. His sense of security is undermined and he is apt to regard his classmates as interlopers whom he attempts to dispose of by the only means he knows—kicking, scratching or screaming—that is his frantic effort to wipe them off the map.

This initiation is a critical point in his career. If forced into submission, it may leave him with an all time unhappy sense of injustice and discrimination. A wise and understanding teacher, however, doesn't use force, although exercising a gentle firmness, she teaches him the satisfaction of doing things for himself, and the joy of doing them well so that he gradually regains his feelings of security from these accomplishments of his own, and is not forced to rely so greatly on personal relationships as he has been doing at home. You must not let a little child get a firmly established feeling of inferiority in his first school contacts—it makes a disastrous handicap.

It is so necessary that a kindergarten and a first grade teacher be a person of great understanding and patience, so she will regard the beginner's attitude as a problem calling for as much time and skill on her part as the problem of teaching him academic work. She has the opportunity of helping him to discover that authority is not an attack on his personal rights, and a loss of approval and love, but that it is something desirable and necessary for his own good.

Often the teacher has to counteract the influence of a home situation from which many of the child's difficulties spring. It may be there is overindulgence, discrimination, excessive discipline or lack of it, etc. If the prob-

lems of the beginner can be wisely dealt with by a teacher who has a broad interpretation of her job and lifts it out of the routine of simply trying to force the e R's into bewildered little brains, she soon acquires an increasing grasp of the most probable causes of classroom problems, and the bugbear of discipline is not to the fore.

It seems obvious that it is necessary to seriously consider some changes in the training not only of teachers but of nurses as well. Both, it seems to me, require very badly to be taught something about the fundamentals of human behaviour; how to recognize and deal with their own personal problems (for who hasn't personal problems?)—and how to approach and help others, through the knowledge gained in realising and overcoming their own. It is a most fascinating and satisfactory subject to study.

Often objectionable and queer conduct in children is due partly to fear. In his confused effort at defense against fear a child may become indifferent, insolent or aloof. The child's fears are specific, not general—that is, a child is not generally afraid, but afraid of a specific object or timid in a specified situation. Doctor Linehan, of Teachers College, Boston, in his book "Training the Emotions Controlling Fear," cites the case of a little girl continually warned by her mother against losing her hankie. The youngster developed undue caution amounting to senseless fear of losing her hankie. She was not a fearful child, but one incessantly and excessively worried by this fear. In time the fear extended to other objects. Through the laws of association her impulse of fear attached itself to similar objects and she soon showed something approaching general fear of losing her possessions—this fear extended to one entire class of objects—those things handled and from time to time laid aside. She had no fear of animals, rough playmates or the forces of nature. Fears such as her's are developed through suggestion.

A teacher recognizing that fears are acquired frequently in preschool days, uses all corrective and remedial mea-

tures. She tries to anticipate and prevent them.

"Fear," of course is far too big a topic to do more than touch on here.

In the January, 1928, issue of *Mental Hygiene*, there is an article on "School Room Hazards to the Mental Health of Children." The opening statement is "not all is well with the school child of today. There are hazards that threaten his mental health, and these hazards are certainly on the increase." The writer regards speed as one of the greatest of hazards. The school supervisors require speed of teachers, and they in turn hold the stop watch, so to speak, on the child. Educators have assumed that the way to speed in performance of school work is to force the pupil to hurry—he must learn certain things by a certain date—and the child who can't learn fast is decidedly out of luck. A great many times the nervous system of both child and teacher cracks under the strain. The aim, of course, is to standardize the best in good teaching, and to help the teacher, but in practice their efforts do more harm than good. One reason children work so slowly is because we try to make them work so fast. If emphasis is put upon accuracy, and the learner has a comfortable atmosphere to work in, speed is sure to follow.

In considering this question, the teacher, who has the oversight of the child for so many hours of the day, is bound to play a prominent part. However, the school nurse has her role, and an important one too. She is the link between the home and school. She has the entree to the home, and can by her tact and insight, bring to the parents understanding of the child's problems and help smooth out many wrinkles. She interprets the home to the school and the school to the home, so that there may be harmony and co-operation instead of misunderstanding and conflict. Parents are so prone to blame the teacher if a child does not progress; in a few cases this blame may be deserved, but more often it is not, and parents certainly do not help matters by audibly and visibly siding with their child, fostering this idea in

their mind instead of trying to get to the bottom of the trouble, facing the facts and helping to surmount them.

There are a few things to keep in mind when dealing with children. They are everyday common sense things—we all know them and practice them—when we don't forget.

1. Never tell a child he is nervous, delicate or temperamental. Just what constitutes a "nervous child" no one seems quite sure, although one hears of them daily—the best medical science of today denies the existence of such a child, but it does find that the so-called nervous child is usually the victim of parental ambitions or over-solicitude or unwholesome stimulations of family environment and struggle to keep up with the Joneses.

2. Don't discuss your own or other people's pains, aches or pet ailments in a child's hearing. They are bound to copy and use them as an excuse for avoiding to do things they don't like.

3. If a child habitually sulks or pouts don't argue or punish, or scold or try to divert his attention through bribery. Such tactics only direct attention and consideration to him, which is what he wants. Ignore him absolutely until he snaps out of it.

4. Never make a promise to a child which you have no intention of keeping, whether the promise be a punishment or a treat, make good your promise.

5. As a child grows older and asks reasons for this or that, give him a frank and direct answer, but don't argue for argument's sake.

6. Don't nag a child to sit still, stop wiggling or what not. A child can't sit still long, and if he has something to do, he will be too busy to wiggle or sniff or otherwise annoy.

7. Before giving a child a command, first make sure you have his attention—if he is playing hard very often it doesn't penetrate. But once sure you have his attention, see that the child obeys then and there. He soon learns you mean business when you speak.

8. Don't try to do a child's thinking for him, or to make all his decisions, but rather help him to learn in-

dependence and to meet difficulties squarely, to repress undesirable tendencies. Repression of a certain kind is something we all have to learn as part of our development as social beings.

9. Always remember a child is an individual with rights which must be respected, but he must be taught in exchange to learn respect for the rights of others and the authority of those over him.

In the Division of Mental Hygiene, in the Department of Health, to which I belong, we see a great many children in the course of a year, and they are of all ages and sorts, with many varieties of difficulties. During the first few years we were, unfortunately, forced by circumstances to confine our efforts almost entirely to dealing with the feeble-minded and much retarded child. This gave most people the idea that "mental hygiene" covered only this type of work, rather than it meant preventive work. Many got the notion firmly planted in their minds that a psychometric test carried the so-called stigma of mental deficiency, and so many urgent cases were not presented. However, this attitude has been surely, if slowly overcome, and now we get an overgrowing percentage of children with behaviour difficulties and what-not, as well as those who are not progressing. Many parents now seek advice of their own accord and accompany their child on his visit to the psychiatrist so they can talk over the trouble. They show a genuine desire to learn what is wrong, and to do their part in solving the problem.

Punch and Judy Teach Health in Berlin School

Punch and Judy Shows, beloved of all children, are employed to teach health lessons by an ingenious school teacher in Berlin, the Associated Press reports.

Kasperle, the German marionette corresponding to the English Punch, plays the role of a physician giving a consultation. He fires health questions and health information at his young audience in such an entertaining manner that the children learn valuable lessons without realizing that they are being taught.—Hygeia.

Making Friends of the Boy and the Policeman

At Far Rockaway, N.Y., two members of the police force have arranged a program of entertainment for Boy Scouts to be held at regular intervals during the winter, and the Scouts are being trained in the setting-up exercises taught in the police school to candidates for the police force.

English Police Organize Boys' Clubs

In an effort to keep boys out of harmful mischief certain members of the local police forces of three English towns have voluntarily organized and financed boys' clubs. So great has been the success of this plan that a marked decrease in juvenile delinquency has already been reported in these towns (Norwich, Ipswich and Hyde).

Teachers who are desirous of organizing Home Nursing and First Aid Classes in Grades VII. and VIII., (where such classes are combined) may do so in place of music or drawing instruction.

Arrangements are being made for a special instructor to assist teachers in this work.

Suggestions for conducting Home Nursing and First Aid Classes, and other information may be obtained from Mr. J. H. Kitely, Department of Education, Parliament Buildings.





Trustees' Section

A TRUSTEE'S OPPORTUNITY

The trustees are not primarily the protectors of the ratepayer's purse, but the guardians of the children's lives. They should strive to act as the wisest and not as the meanest parents would act. For that reason the wisest parents—men and women—should be on the school board.

Among the opportunities presented to the trustees as the guardians of childhood are the following:

Getting a habitable building. This means a building properly lighted, heated, painted, cleaned, equipped. It is criminal negligence for trustees to permit the eyesight of children to be impaired because the lighting is bad, and it is equally wrong for them to ignore heating and ventilation to such a degree that the health of the pupils is undermined. Nor should children be exposed to flying dust. It is as easy a matter to paint the floor of the school as to paint the kitchen at home, and as the cost is distributed among twenty ratepayers or more, nobody feels it. I know that if at the annual meeting somebody suggested the sum of \$20 for paint the whole meeting would be up in arms, because each man would think he had to pay the full amount. The way for any trustee to proceed is to ask himself the question: "Is it worth a dollar to my child to have a room free from dust and properly ventilated."

Getting right equipment. Here are a few necessities:

- A sanitary drinking fountain.
- A wash basin and paper towels.
- Movable desks.
- Chalk erasers, foolscap.

A working library.

A few good maps.

A gramophone and a few good records.

A cupboard.

A hammer, saw, plane, a few sticks of lumber.

A hoe, rake, spade, pail.

A swing, basketball fixtures, a sand pile.

Balls and bats.

Getting the right teacher. A board measures itself by the teacher it gets and retains.

Holding proper meetings. They should be held monthly, with the teacher in attendance, the attitude of the trustees being "I have come to help not to find fault."

Visiting the School

A trustee has a perfect right to visit the school and see what is going on there. He will come not primarily as a spy, but to find out if he can assist the pupils and teacher to do better work.

One trustee that I have in mind visited the school every month. He always liked to hear the children read and sing, and never forgot to listen to the geography lesson. The little children became quite familiar with him and even took him outside at recess to watch them play. When it came spring time he brought horses and ploughed part of the ground for a garden. Then he brought garden implements and seeds and let the classes get busy. Every week he spent an hour in the garden with the children and it was one of the happiest hours of their week

and his. At Christmas time he became Santa Claus and that year he received more presents than any of the children. Here was a school in which the trustee did his work not from duty alone but because he got the keenest pleasure out of it. Maybe every trustee can not walk in his shoes, but he can surely do

a little more than receive his appointment one year and his dismissal three years later.

It is said "As the teacher so is the school," but it is equally true that "As the trustee so is the school." A real trustee is a positive, not a negative force.

ART IN SCHOOLS

People always take pride in the beautiful things they own and rarely parade the ugly things. Every home has one or two objects that it holds almost sacred because there is some beauty in them. It may be a picture, a chair, a piece of chinaware, or it may be an old violin, a grandfathers' clock, or a piece of furniture made by one of the children. Somehow that beautiful object is always preaching a sermon. It says, "Make everything else like me". That sermon reaches the children, and they begin to show a fondness for beautiful things.—They want not only warm dresses, but pretty ones, comfortable homes but attractive ones. This is one of the finest things in the world. When a man's surroundings improve he feels different; he is even a different man when he gets his Sunday clothes on.

One of the easiest things in the world for the school to do is to create and satisfy the love for the beautiful. It doesn't mean that there must be lessons in drawing but that the beautiful must be put to the front everywhere. The girls will be so thrilled by it, that they will carry the spirit into their homes, and make them places of refinement and real comfort. I suppose you may have noticed that some boys and girls want to leave home early because they see nothing there in which they can take pride. If it cost money to make things beautiful there might be some excuse for ugliness, but the kind of beauty we have in mind now costs nothing, and it goes a long way towards the enrichment of life. Let us illustrate.

In a certain home one sees the clothes of children lying on the floor, the boots

in the centre of the room. The beds unmade though it is late in the day. The few books are torn and dirty, and piled in confusion on a shelf. The floors are dirty, the place smells of stale tobacco, pieces of harness are hanging on the hooks. This is just a sample. Without the expenditure of a cent of money all this could be changed.

One of the great opportunities of a school is to educate children in a love for the beautiful so that the effect will be seen in every department of life. This does not mean emphasis upon drawing and color work but attention to other matters that enter into the life of the school. Again let us illustrate.

There is the school ground. Shall it be littered with sticks and stones and cordwood, or shall everything be in place? There is the entry. Shall it be clean and tidy or shall the mud be an inch thick on the floor? There is the class-room floor, shall it be clean from washing and sweeping or shall the shavings of February be still on the floor in May? There are the windows. Are they clean or covered with dust and cobwebs? There are desks. Are books piled neatly or are they thrown in, in any order? There are the books themselves. Are they nicely bound and well cared-for or are they dog-eared and disfigured with pencil? There is furniture. Is it in good repair or carved with jack-knives? There are some drawings or pictures on the walls. Are they suitable and well placed. Here is a bouquet. Is it a big ball of compressed blossoms, or a bunch of green with colored petals showing through? There are window ledges. Do they boast

bottles and tomato cans or is the general appearance such as to promote a feeling of pride. There are voices of children. Are they sweet and melodious or harsh and discordant? There is a manner peculiar to the room. Is it marked by courtesy and kindness or is it gruff and boorish? There are movements of children. Are they quiet and orderly, or rough and rude? Are the clothes neatly arranged on the pegs or are they lying on the floor? Are the songs such as one would be proud to hear or do they indicate lack of refinement and culture? When it comes lunch hour do the children bolt their food or do they eat as civilized human beings? Do they throw rubbish around the floor or dispose of it properly in receptacles of some kind?

These are but illustrations. To keep a clean, neat, orderly, attractive school, which will be a home of refinement, costs no more than to keep a place resembling a stable.

Now where does the trustee come in, in all this? Why he can show his appreciation of effort by saying kind words to teacher and pupils. At the annual meeting he can speak in approval of the teacher's work. The most unsafe thing for any board of trustees to do is to retain the services of a teacher merely because she gets her children through the examinations. The bigger question is this "Is she preparing them for life?" Any trustee who wants all the children to have the graces and virtues he would like his own daughters to have will not go far astray.

Book Reviews

CARNEGIE FOUNDATION REPORT

The Carnegie Foundation for the Advancement of Teaching presents its 23rd Annual Report, and as usual it is interesting and stimulating. Because of the peculiar position occupied by the Foundation, the President is free to say anything he pleases, hitting or patting here or there as seems to him wise. Sometimes we have had to think both the hitting and patting were both undeserved by those for whom they were intended, but it would be in bad taste to say anything, for is not the Foundation a beneficial institution, and are not the words of a benefactor always to be received as words of wisdom? This seems to be the attitude of some of our newspapers and magazines. The words of the President of the Foundation have been accepted as the decision of a Supreme Court.

This year there is fortunately little with which one could find fault, and there is much that is well worth reading. Passing over all that pertains to pensions and retiring allowances with the simple statement that in 1927-28 the

number receiving allowances was 838, the average allowance was \$1,637.75 and the total allowance \$1,372,434, one comes to the particular problems and studies of the year.

There is a sensible and well-timed article on the management of "charitable trust" funds. There have been great abuses, some of which are stated in the report and some that are not mentioned. Perhaps in Canada one of the most indefensible procedures has been that of certain schools and colleges which have squandered their endowment by living beyond their means. Somebody once referred to a college as "a country's greatest asset and greatest sinkhole."

There is next a fine paper on Endowed Foundations in the United States, which cites the gifts of Peabody (unknown millions); the gifts of Carnegie (\$350,000,000) for the eight great foundations he had in mind; the gifts of John D. Rockefeller (over \$550,000,000) on the University of Chicago and five great foundations. There follows a

list in which figure such names as Elizabeth Anderson, Russell Sage, Mrs. Stephen Harkness, Augustus Julliard, James B. Duke, Julius Rosenwald. It is possible to quote with approval the closing paragraph. "Throughout American life, whatever may be its defects, runs a serious sense of responsibility for the use of wealth, and a conscious obligation to use some portion of the fortune for public interest . . . It is an encouraging characteristic of American citizenship."

There is a very frank statement as to the future of the Carnegie Foundation, in which is given the assurance that Mr. Carnegie's hope will be fulfilled—"It would be a friendly tie between the educational forces of the three great English-speaking commonwealths on this Continent—United States, Canada, Newfoundland."

A fine section of the report is that dealing with salaries of college professors. In small Universities, attendance less than 1000 students, salaries run from \$2000 or less to \$6000, the average being \$3840. In larger Universities salaries run from \$2000 to \$12000 with a median of \$6000. It is not at all to be inferred that teaching ability is measured by salary. It is notable that some of the worst teachers in the world are the highly paid University professors who are not supposed to teach but to engage in research. This is all right, too, for Universities with funds for that purpose.

The chapter on financing the colleges justifies the reproduction of one paragraph.

As an actual fact of experience, the ambition to teach more subjects to more students has generally been stronger than the sense of obligation to better the salaries of teachers. The college teachers have lent themselves loyally to this program. They were ready to vote new courses in many subjects, have welcomed great numbers of students ill fitted for college, and have cheerfully diluted their own salaries in order that the college might spend the money to teach more things and employ more teachers.

It is ungracious to quarrel with this spirit. Yet it must be said that much of this devotion, and a very considerable proportion of the expenditure of money, has been at the expense of intellectual sincerity and thoroughness. Most of our American colleges would never have come to their present state of usefulness but for the faith and devotion of those who founded them. But faith and devotion are not the only qualities that are needed for the development of a fruitful college. In the educational stage in which we now are, a college serves a larger purpose when it brings together a group of able people, offers them living salaries, and gives them the opportunity to teach adequately prepared students than it does when it seeks to carry an overloaded program, to which large numbers of unprepared young people are admitted, to be taught as best they may by overworked and ill-paid teachers. In other words, the scale of the college professor's pay is intimately related to the ideals of educational responsibility and sincerity for which his college stands.

There are three or four other articles in the President's report, the last being a statement with regard to the admission of the University of Manitoba to Associate Membership in the Foundation.

Following the President's report is a statement of work being done in Pennsylvania to trace the development of pupils through the high schools and universities. A score card was made out—1200 to 1600 items. The possible total score was 3,183, although the range for any particular student was as indicated, about 1600 points. The highest score made was 1583 and the average score of seniors was 569. Some day we hope to be able to print the whole list of exercises. In the meantime this paragraph is most illuminating and recent tests in this province will parallel the experience in Pennsylvania.

In the colleges at large, cases were frequent of a high test score made by students who had not been so rated in their college courses. For this there is

no single explanation. It is already known that in some of these cases the test has brought to light minds highly gifted in dealing with ideas, but impatient of the arbitrary exaction of course requirements. These need further observation and study while still in college, and one institution has proposed to repeat the test with its seniors early next year in order that there may still be opportunity for observing, while in action, the students who disclose unsuspected powers. This is a situation which should properly be gone into much earlier, as we trust may be the case with the freshman group who are just beginning their college careers.

At the other end of the scale are some pathetic performances. No individual score in this group may safely be judged by the test alone.

A majority of these scores are believed to constitute true measures of ability to deal with the material of the test. They imply two sorts of deficiency: either the students were never actually exposed to enough of these representative ideas to enable them to make a decent score, an alternative which seems incredible, or else their

latent knowledge, if such it may be called, as derived from successive courses of which the later obliterated the impressions of the earlier, has remained stratified and unavailable through lack of renewal and co-ordination. It is natural for mature men and women to see much of the hard-won intellectual baggage that they amassed at college gradually deteriorate, while they continue their acquisition in other fields. But for students presumably at the peak of their training to be all but speechless when the fact or meaning of common and important ideas is put to them, makes it clear that they do not and probably never will actually possess the thing they came to college for: namely, a reasonably confident command of the intellectual resources that underlie the dominant aspects of life. As for "baggage," a very small container would, in the case of many of these graduates, hold all of the intellectual possessions that the college rates as valuable.

The rest of the report is interesting but not particularly so for readers of the School Journal. It is a delight to read a report that is so well balanced, clear and convincing.

PAGES FROM CANADA'S STORY

(By Helen Palk)

An Appreciation

"A book is like a frigate bold

To bear us miles away."

then all the fortunate Grade VI. students in the Province of Manitoba are destined to embark upon a wonderful voyage. The ship—the new historical reader, "Pages from Canada's Story," Volume II., and the captain, Miss Helen Palk.

In 1928 Miss Palk, at the request of the Department of Education, edited a first volume in which she grouped and re-arranged material from several of Miss Dickie's excellent readers. This provided for the needs of Grade V. Such was the success of this text that the publishers, Messrs. J. M. Dent and Sons

Ltd. (London and Toronto) prevailed upon Miss Palk to undertake the task of writing a second volume for the use of Grade VI. students. September, 1929, found Volume II. ready for its readers.

The story tellers of all ages have been held in honour. They linked old civilization with new.

To Helen Palk, a child of Manitoba, and daughter of worthy pioneer parents who shared in the first days of our city of Winnipeg, belongs both the gift and the privilege of story-telling.

Dr. W. A. McIntyre in his foreword clearly sets forth the mission of the book.

"Every student should form a love for historical study, take a pride in

his country's affairs past and present, entertain a sympathy for his fellow Canadians in their struggles and their triumphs, and feel a responsibility for national progress and prosperity."

These should be the foundation-building objectives in a child's introduction to History. It is a book written for children rather than for historians. Man's struggle with his environment is stressed, constitutional changes are lightly sketched and grouping of material according to periods rather than years is an advantage.

As "heirs of all the ages" we must know and acknowledge one debt to the past. If we are to help in building up a great Canada we must, as Miss Palk so admirably sums it up "be worthy of the building done by the Canadians who have gone before" and "true to the spirit of courage, unselfishness and loyalty that marked the early builders."

From the establishment of British rule in 1760 to the Flin Flon mine in 1929, the panorama spreads before us. Pictures of life in Upper Canada ably do for the British and Loyalist pioneers what has been so carefully done in Volume One for the French Canadian. A sense of kinship is engendered for the many in Western Canada whose people "down East" were the very pioneers so described.

We share the experiences of the fur traders, the vicissitudes of Hearne, Cook and McKenzie, the trials and rewards

of our great missionary pathfinders. We meet Brock as a great man rather than a military tactician. We admire the redman of the plains through the gallant Tecumseh, set sail with Lord Selkirk's little band of settlers, share vicariously in their hardships and thrill in pursuit of the buffalo across the plains. We are present at Confederation. We welcome the first Mounted Police, we hear the last spike being driven in the great railroad linking East and West. We wander with the McLean children (prisoners of Big Bear) over the western prairie.

Hatreds and feuds are unstressed. The dignity and best side of Indian character is emphasized. The bitterness of the struggle between the rival fur companies is left for history to deal with. The persecution of the settlers is simply stated but without comment. The U.E. Loyalists "chose" to settle in Canada.

The illustrations are plentiful and on the whole well chosen; the large, clear type will appeal to children. The size of the book and its cover add to the attractiveness of the whole.

I like to think of this sturdy little book in the hands of isolated Canadian youth at Mile 416, or up in fisher lands on Lake Manitoba at Norway House, in hospital wards or across the seas where many hearts harbor the desire to link fortunes with us.

—Minabel Dowler.

CUDMORE, HISTORY OF THE WORLD'S COMMERCE

(Sir Isaac Pitman & Sons)

The author carries his account of the development of commerce from pre-historic times down to 1929. He traces this development in Egypt and Babylonia, Phoenicia and Crete, Greece and Rome; then discusses the industry and commerce of the Arabian empire, mediaeval England, Germany, Flanders and the Italian cities. Coming to later times he gives some accounts of Portuguese, French, Spanish, Dutch and English struggles for commercial supremacy. He then deals with the indus-

trial revolution in Europe and the growth of industry and commerce in America. The last part (about eighty pages) gives an account of the industrial and commercial development of Canada.

The book is well-bound and printed and supplied with a number of useful illustrations, maps, charts, and tables. The tables for Canada deal with the fiscal year ending 1929. The author appears to have secured conciseness without sacrificing readability.

PARENTS AND THE PRE-SCHOOL CHILD

(By William E. Blatz, M.B., Ph.D., Associate Professor of Psychology, University of Toronto; Director of the St. George's School for Child Study; Member of the Research Staff of the Canadian National Committee for Mental Hygiene; and Consultant of the Juvenile Court Clinic, Toronto; and Helen McM. Bott, M.A., Instructor in charge of the Parent Education Division of the St. George's School for Child Study, Toronto; and Associate in Parent Education under the Canadian National Committee for Mental Hygiene).

Teachers who are not parents should not allow the title of this book to deter them from reading it. It would be hard to find in one volume better discussions of the most important problems of primary education. The book is a common-sense unsentimental discussion of the training of children from birth to school age. Any intelligent teacher would find in it much of interest and value. Some of the chapter-headings may suggest its range: "Habits of Play", "Sex-Training", "Emotions and

Attitudes", "Fears of Children", "Temper Tantrums".

A fairly large part of the book concerns details of more direct interest to the parents of young children than to teachers, but it would do teachers no harm to read these sections as well and get the point of view of people whose work lies with the pre-school child. Sometimes parents ask teachers for books about young children. This book is an excellent answer.

THE TECHNIQUE OF TEACHING TYPEWRITING

(By Jane E. Clem, B.S. Published by Gregg & Co.)

This is an excellent practical study of the principles of typewriting instruction, based upon the facts of experience, and containing many very definite suggestions for the teacher of this subject. The first four chapters give an interesting survey of the psychology and pedagogy of typewriting, recognizing that as in every field of teaching, success is centred in the personality of the teacher. Miss Clem says:

"There are three types of teachers, but only two types are remembered—one, to be forgiven after years have softened the antagonisms and resentments; the other, to be thought of with honor and gratitude as long as memory lasts. Between these two is a third and a larger group—those who are forgotten, because they failed to stamp a lasting impression on their students".

AN ACTIVITY PROGRAM

Criteria for an activity program are presented in American Childhood, for January, by Miss Lula E. Wright and Miss Rebecca J. Coffin, of the Lincoln School of Teachers College, New York. These are as follows:

Do the activities carried on in the schoolroom meet the spontaneous interests and mental needs of the age level of the children?

Is there opportunity for many kinds of activities providing for individual differences?

Do the activities lead into wider and deeper interests which make for satisfaction in life?

Do they stimulate the use of skills?

Do they lead to the development of desirable habits?

Is there opportunity for social work and play?

How these criteria are met in practice in the Lincoln School is explained in some detail and illustrated with photographs of children at work.

Selected Articles

THE BOY SCOUTS—THEIR JAMBOREE

Nothing like the Boy Scout movement ever happened before, and perhaps it was never needed in the same way. Modern education, intellectual inclination, and urban industrial life tend to make people physically unenterprising, egotistic, helpless when removed from their specialised routine, disinclined to team-work, slack of muscle and sceptical of romance. So we are told. There is truth enough in the accusation to make any attempt to counter it worth watching. How much of the danger which he was endeavoring to divert was seen by the Chief Scout twenty-one years ago, is hard to tell. He sees it now, and recently wrote of the need to provide some counter-influence to neutralise the effect of a competitive educational and economic system, and of an urban life inimical to good physical development. "Scouting has been described by more than one enthusiast as a revolution in education," he wrote. "It is not that. It is merely a suggestion thrown out at a venture for a jolly outdoor recreation, which has been found to form also a practical aid to education. . . . It is, in a word, a school of citizenship through woodcraft. . . . These subjects of instruction are . . . character, health and handcraft in the individual, and citizenship through his employment of this efficiency in service."

These are perfectly straightforward and quite unsubtle purposes. The Boy Scout movement was not founded for the assistance of the brilliant individual, the intellectual satisfaction of the thinker, or the higher development of the artist. It was begun as a game, and a game for quite ordinary boys and girls. The proficiency tests, the examinations which decide the progress from Tenderfoot to First Class Scout, the accomplishments required to win the coveted All Round Shoulder Cords are not arranged for the specialist. Their

standards are deliberately fixed for the ordinary boy and girl. Given qualities of pluck, common sense and energy, the ordinary, gregarious creature can become a First Class Scout. In an age when school and university education is set to the pace of the swift, when competitive business rewards the exceptional man and woman, when even games and sports leave the ordinary man behind, this social solidarity, in this sense that every individual must have his own importance, is peculiarly valuable.

Its methods are well-known to-day. It seizes upon children and adolescents at the age when their animal energies, gang spirit, pugnacity and romantic imagination are as a rule most starved for want of the right kind of occupation. If young creatures want to play at being Red Indians or Pioneers or Wolves, in accordance with the primitive instinct of most savage things, the Scout Movement helps them to play profitably. Because it was started as a game of make-believe, it can fascinate those who would otherwise turn in disgust from its discipline. The qualities which it seeks to inculcate are quite simple qualities: fraternity, good health, honesty, courage, courtesy and resourcefulness. Clergy and schoolmasters and parents and governors have for hundreds of years attempted to produce these virtues. But they did not begin by building camp-fires with damp twigs, and baking rather soiled greyish flour dumplings on them, by stalking imaginary enemies, and shouting outlandish calls like "Een gonyama—gonyama Invooboo. Yah bo! Yah bo!" They did not call their conferences "Jamborees"; their beginners, "Tenderfeet", and their foremen, "patrol leaders". They did not bring the excitement of the Jungle into a back street in Hoxton, or the high physical demands of the Red Indian into a trek across Battersea Park.

Sir Robert Baden-Powell did these things. His organisation has not appealed to pacifists, who detect in the drills and signalling, the trekking and stalking, the mark of an old soldier, and the preparation for young ones. But it is up to the pacifists, before they criticise, to find an inspiration for fraternity, an urge for fitness, and a focus for the imagination more innocuous than this world movement, which brings Maoris and South Americans and Scandinavians and Scots together in one camp of friendship. All young creatures are combative. Any organisation can be abused. The important thing about the Scout Movement is to see that there is no political and economic temptation to abuse it.

Like so many successful movements, it was conspicuously the work of one

man, the genial, adventurous, lean, inventive General and Chief Scout, who thought of the first scout patrol, planned its smallest details of organisation and games and watchwords; who has watched it grow to its present world-wide proportions, and who has realised that the secret of its success lay in building it on the emotional and physical needs of the average young boy or girl. Perhaps there is something a little childish to-day in the General who solemnly informs us that he can touch his toe with his knuckles without bending his knees. But in that very childishness lies his wisdom. He built his movement on the needs of his own nature, and in twenty-one years has found that it fitted two million other boys. The happy Pragmatist has Seen it Through.

—Grec.

EXAMINATIONS (London Times Supplement)

It is inevitable that evils should arise when an examination designed for one purpose is actually used for another. The first school examination is a mild instance of this deflection. Grievous instances are not difficult to find. Let us take as an example that public examination for children of about 11 years of age which has, under the name of the junior scholarship examination, become almost universal. Its aim is selective. It is designed to pick out the very brightest children from many thousands of the same age. In some areas the percentage of selections is no higher than two or three. Even when this is augmented by a further selection of 10 per cent. who are drafted into central schools instead of secondary schools, the number of the rejected is overwhelmingly large when compared with the number of the accepted. The examination in fact is highly selective. It is suitable for children who have a chronological age of 11 and a mental age of 13 or 14. This closely approximates to the mental age of adults. Those who pass the examination are boys and girls with the bodies of children and the

intellects of men and women. Admirable as this examination is in its own sphere, it becomes detestable when used for remote and alien purposes. It becomes detestable when it is used to gauge the attainments of normal children of 11 years of age, and to estimate the efficiency of their teachers.

Bad as examinations are, it does not seem possible to get along without them. Since we cannot end them we must try to mend them. The first school examination evidently needs mending. The remedy most attractive to the secondary schools seems to consist in broadening the basis of the examination. The present examination rests on the belief that the pupils are far more book-minded than they actually are. It ignores the fact that many of them have their brains in their fingers, so to speak. The practical, the executive, and the artistic elements in the mental make-up of the pupils receive little or no recognition. The syllabus needs remodelling so as to place the practical and artistic subjects on the same level as the academic subjects.

TWO CRITICISMS OF EDUCATION

"The curse of modern education is its scrappiness." We hear that phrase over and over again from the lips of our critics, and in honesty we are bound to admit that there is truth in it. We spread ourselves over a vast number of subjects. How many boys and girls leave a secondary school able to speak and to read French or German fluently, let alone write it? How many can appreciate the literature of the foreign language they have struggled to acquire? Are great numbers of school-leavers really masters of the elementary mathematics they have studied for four or five or more years? What is the proportion of scientists among those who dabble in laboratory experiments and compile voluminous note books embodying the results of their so-called researches? Every teacher will admit the poverty of his results, and will plead in excuse lack of time. His excuse is valid; no subject in the modern curriculum gets sufficient time.

"Children are not taught the value of honest effort." Again there is truth in the criticism. There would appear to

be among teachers a sort of competition for popularity, if one is to judge by lessons one sees and by accounts of lessons one reads. "See how attractive this subject really is," they seem to cry, and their whole intent, it would appear, is to spread the jam more thickly than their fellows. True, the lessons of yesterday were often intolerably dull, with their insistence upon grammatical detail, uncomprehending repetition, and mechanical accuracy. They crushed the spirit and depressed enthusiasm. It is all to the good that our classroom methods have been brightened and lightened, but this tendency to try to make difficult things seem easy, grave things frivolous, the pursuit of knowledge a parlor game—has it advanced the cause of education as much as it claims to have done? Is it not rather something of an insult to the grave earnestness of childhood and youth, which passionately desires to know, to do, to be the master, and is prepared to make incredible efforts in order to acquire knowledge, wisdom, and power? —Supplement to Times.

CHRISTMAS CARDS THAT GLORIFY YOUR TOWN

By Helen Koch, Teacher of Art, Cincinnati Vocational School for Girls, Cincinnati, Ohio

Most of the cards one receives at Christmas time are commonplace. The holly wreath, the spray of poinsettia, the winter scene, they are all there, we receive dozens of them. We like them because of the thought that prompted them, but the cards that we treasure are the cards that are "different." The card with the brand-new idea is the card that delights us; we put it away carefully and bring it out to show our friends.

If one has an interesting house or garden, what could be nicer to use on a card? But for those of us that haven't and wish to design our own cards, we have the whole town to draw upon for a subject. Every town, no matter how small, has at least one beautiful land-

mark, it might be a fountain, a statue, a park, a beautiful building, probably a war memorial of some kind. We would have a very novel card if we used a subject of this kind and glorified it. Of course, just the drawing is not enough, it must be woven into a design; we can work in a Christmas motif if we like and still not make it commonplace.

What would make a more interesting subject for your high school problem? Try it and you will be surprised at the amount of interesting things your town holds. The card can be worked out in two ways. First, cutting the design from a linoleum block and painting by means of a hand press, then hand coloring. Second, when a more delicate design is desired the sketch is given to

a photo-engraver who makes a plate of copper or zinc or a combination of the two, depending upon the treatment desired, the size of the card you wish. This detail should be left to the engraver, because of his experience; he will better know what kind of a plate is best fitted for the particular drawing. This plate is mounted on a wooden block and turned over to a printer who puts it on his press and prints the cards. It is best to make the sketch twice the

size desired as the drawing will appear more exact when reduced. A paper house will supply you with cards and envelopes to match. Tinted papers often prove more effective than white, when the card is colored with poster paint.

This will make a remunerative problem as well as interesting, as a card of this kind will find a ready market in the shops and will make money for the school.

COLOR IN THE GRADES

By Ella DePass, Camden, South Carolina

It seems to me that it is much more important to teach children the beautiful color combinations than to teach them to draw apples and candlesticks. For the latter knowledge only about one out of every hundred will ever have any practical use, while the former every one unconsciously uses each day. Why do we say that this person has good taste and that one vulgar? Is it not because one knows which colors are beautiful together and the other does not? Certainly there is no reason why the coming generation should not have "good taste" if our public school art teachers properly stress this phase of their work.

Of course, it is not a mere matter of teaching theoretical color schemes. We do not want our little girls wearing red dresses with green sashes simply because red and green are complementary and therefore beautiful together. That

is the difficult point. We must show them that the colors which make up a very effective and perhaps beautiful advertisement would never do for a dress.

In the grades I found that by having the children study the little girls' plaid dresses and the little boys' ties and sweaters they soon knew which colors were pretty together. I would place one little girl before the class and have them tell me what color scheme her dress was. They took great delight in knowing, whether Mary's dress was monochromatic or complementary!

I feel that I benefited these children more by teaching them these things than I would have had I concentrated on apples and candlesticks. I am sure that my girls will never wear red hats with pink dresses nor my boys approve of their sisters' doing so.

Famous Men

Wherefore praise we famous men
From whose bays we borrow—
They that put aside To-day—
All the joys of their To-day—
And with toil of their To-day.
Bought for us To-morrow!
Bless and praise we famous men—
Men of little showing—
For their work continueth,
Broad and deep continueth,
Great beyond their knowing!

Rudyard Kipling.

WHAT IS PROGRESSIVE EDUCATION?

We now have from the president of the Progressive Education Association a semi-official statement as to the aims and principles of the body of which he is the head. Not that a set of resolutions has been passed by the society; Mr. Cobb has been canvassing the membership, with the result that he is able to present a series of some ten propositions that may fairly be said to constitute the platform upon which the society stands.

When the question is raised, "What is progressive education?" Mr. Cobb answers:

1. Health must come first.
2. Learning comes from doing; let the hands aid the brain.
3. The classroom should be freed from unnatural restraints and exterior compulsions (should be) transformed into interior compulsions.

4. Adapt education to the differences of the individual child.

5. Group consciousness and social-mindedness should be developed in children: social adjustment and character training are as important as academic progress.

6. The child should have abundant opportunity for creative expression.

7. Enable the child to acquire thorough control of the tools of learning rather than merely acquire facts.

8. Introduce into academic work the method of creative expression, so that education shall be joyous.

9. Abolish the tyranny of marks and examinations; the teacher should be a leader and guide, not a taskmaster.

Such a setting forth of principles is harmless or helpful according to your point of view and as determined by whether sufficient concrete interpretation is made to render the meaning specific. Hardly anybody will quarrel with a generality, because it signifies to him whatever his experience brings to it. Mr. Cobb devotes his whole book to the exposition and defense of these principles. He offers the concrete case and thus goes some way toward giving to his philosophy content for the reader.

The book is obviously aimed at a general audience, made up largely of those who wish to know and need to know what it is all about. Such an audience will be stimulated and to some extent informed. The ground to be covered is so extensive and the issues so many-sided and far-reaching that many books and much careful observation and experiment are necessary before we can be said to know what is meant by "progressive education" or whether it will work. As a contribution to the literature in this field, *The New Leaven* is an agreeable book. Its value to the professional educator connected with public schools lies in the fact that now he knows with some definiteness and completeness what the members of the Progressive Education Association think they think.

—J. F. H.

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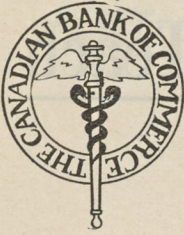
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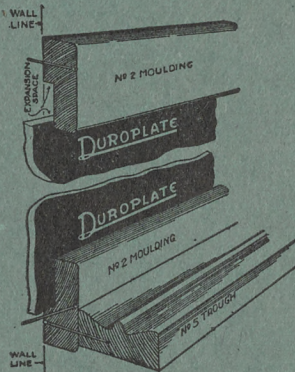


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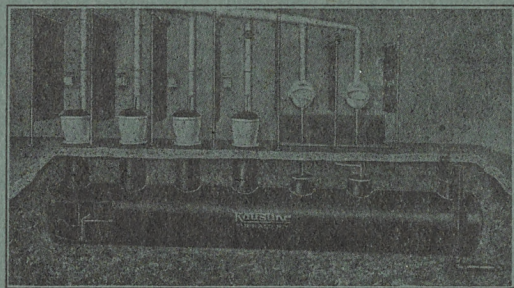
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